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THIRTEENTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:

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THIRTEENTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION.

To the Senate and House of Representatives of the Commonwealth of Massachusetts, in General Court assembled :

The Board of Education submit this, their Thirteenth Annual Report.

By the law establishing this Board, it becomes its duty to make annually a detailed report of its doings to the Legislature. The efficient action of the Board is principally through its Secretary, whose duties, under the direction of the Board, are prescribed by law, and to his report, herewith submitted to the Legislature, reference is respectfully made for a detailed account of his proceedings during the past year, and for information concerning the condition of the schools and the cause of education throughout the Commonwealth. The present Secretary entered upon the discharge of the duties of his office at the date of the last annual meeting of this Board. It was understood by him at the time of his appointment, that it would be expected of him, in the early part of his service, to visit in person, as generally as practicable, the schools in the different parts of the State ; to meet and advise with teachers and friends of education in their conventions and otherwise ; to attend the Teachers' Institutes held in the several counties, and, generally, by personal communication with those engaged or interested in the Common Schools, to diffuse, as widely as possible, information upon the subject of popular education,

and to keep alive the interest which, within the last few years, has so generally been excited upon it among the people of our Commonwealth. It was foreseen by the Board that this line of duty, thoroughly pursued, would require the employment of much of the Secretary's time, and prevent his bestowing that degree of attention, in written discussion, upon the great questions, theoretical and practical, connected with education, which his predecessor had so successfully and usefully devoted to them,—questions discussed by him in so masterly a manner that little seemed to be left to be done by a new laborer in the same field. With this view in regard to the general character of his labors, during the first years of his official life at least, the present Secretary entered upon the duties of his office.

A single year is far too short a period to exhibit results in a field of labor so extensive and varied as his. The Board have reason to be satisfied with the system adopted by him, and with the manner in which he has thus far prosecuted it. They earnestly commend him to the favorable consideration of the people of the Commonwealth, and solicit for him their efficient aid, entertaining no doubt, that, with their coöperation, his efforts will be crowned with all the success that can reasonably be expected from a wise and faithful administration of his office.

The subject of the Normal Schools always occupies a conspicuous place in the reports of this Board. To these, more than to any other agency within their control, they have looked, and with unabated confidence continue to look, as affording the best means for the elevation of the character of the schools of the State. Never, it is believed, has this Board for a moment entertained a doubt of their utility, nor a question of their triumphant success, if allowed a fair experiment. Popular estimation, evinced by the eagerness with which their graduates are employed, and justified by the high reputation they have generally established as teachers, seems to have settled the question, both of their success and their utility. It is scarcely too much to say, that henceforward they may be considered among the established agencies, by which the peo-

ple of this Commonwealth intend to secure to themselves the blessings of general education.

The Legislature at its last session, upon the representation of a committee of this Board appointed for that purpose, increased the annual appropriation for the support of these schools from six thousand to seven thousand dollars. The additional sum has been distributed by the Board among the three schools, and appropriated to the increase of the salaries of the teachers,—an object of the highest importance, since their salaries before were considerably less than those of the teachers of our best private and public schools, and even now are not equal to them. This appropriation is gratefully acknowledged by the Board in behalf of the institutions committed to their care. It furnishes another proof of the liberality of the Legislature of Massachusetts when invoked in aid of her schools, and gives another pledge, that her representatives wisely appreciate the true interests of her people.

The reports of the Visitors of these schools, appended to this report, afford evidence that their management has been highly satisfactory during the past year. On the fifth of April last, the late principal of the school at West Newton, Mr. Pierce, was obliged, on account of severe and protracted illness, to resign the office which he had filled with great ability and devoted fidelity for many years. In accepting his resignation the Board expressed to him officially their high appreciation of his services, and they now beg leave to repeat that expression in this more public manner. His zeal, energy, persevering effort, and practised skill, in the commencement of the experiment of Normal Schools in this Commonwealth, may well be said to have been invaluable ;—continued through a series of years, they have contributed in an essential degree to the high reputation which these schools now enjoy,—and devoted as they have been to the public good, at the expense of lasting injury to a once healthful constitution, they entitle him to the gratitude due to a faithful public servant. Upon his resignation the Board took immediate measures to secure a successor. The appointment of the principal teacher of a Normal School has always been deemed a matter of serious importance by the

Board, and one of its most delicate duties. In the whole range of official station, there is scarcely one more difficult to sustain successfully, or in which a failure of the incumbent would be attended with more injurious consequences to the interests committed to his charge. After much inquiry, and with no little difficulty in deciding between the different candidates, the Board appointed, on the thirtieth of May, Mr. Eben S. Stearns, of Bedford, in this State,—a gentleman who came strongly recommended by most reliable authority, who had for four years been at the head of a female high school in the town of Newburyport, and had obtained there a high reputation as a skilful, accomplished, and successful teacher. On account of other engagements it was inconvenient for him to enter upon the discharge of his duties until the commencement of the autumn term. This delay was the more readily submitted to by the Board, inasmuch as the assistants of the late principal, Miss Lincoln and Miss Watson, young ladies of high attainment and skill in teaching, and having had much practice in this school, consented to assume the charge of it until the new principal should take his place. It continued under their care until the close of the summer term, and it is but doing justice to these ladies to say that they acquitted themselves, in their delicate and responsible stations, to the entire satisfaction of the Board.

The Board have adopted new regulations for the government of the Normal Schools, in relation to examination for admission, the times for admission, the period for which pupils must remain at the school, and the course of studies to be pursued. They are appended to this report, and, in the opinion of the Board, will prove to be both convenient and beneficial. It will be observed that those pupils at the West Newton Normal School, who enter without any experience in teaching, are required to remain one term longer than those of the same class at the two other schools. It was thought advisable to make this distinction, because experience has shown that, on account of the vicinity of Boston and other large towns, pupils enter this school in considerable numbers at an earlier age than at the other schools, and are of course more likely to leave it

less mature. The course of study and instruction sketched in the regulations was adopted upon the recommendation of the Secretary and of a committee of the Board, whose members have had much experience in teaching. If thoroughly carried out in practice it can scarcely fail to accomplish the end designed. The other rules adopted will, it is believed, commend themselves to all who give them a careful consideration.

The appropriation for the support of the Normal Schools previous to the present year, was, as before stated, the sum of six thousand dollars per annum. This appropriation was made in the year 1847 for three years. When the appropriation of seven thousand dollars per annum was made by the last Legislature, that also was made for three years, commencing in 1849, without adverting to the fact that the last year of the former term had not expired. The sum of six thousand dollars, therefore, of the former appropriation, still stands to the credit of the Board. This probably was not intended by the Legislature, and the Board have deemed it to be their duty to advert to the fact, that the present Legislature may take such order upon the subject as it may think proper.

It will be seen by the Secretary's report, that, within the past year, six Teachers' Institutes have been held in as many different parts of the Commonwealth, each of six days' duration. The attendance upon them has been considerably larger than in former years, and a very general interest in them has been manifested among the teachers of those portions of the State selected for holding them. Gentlemen of experience and reputation as teachers have been employed to aid in conducting them, and the Secretary has himself attended them personally, and contributed much, by his advice and active participation in their proceedings, to the measure of success they have attained. It is believed they have already accomplished much good, and that much more will result from them hereafter, as they shall be better understood, and more generally held and resorted to in all the different sections of the Commonwealth. So well satisfied are the Board of their utility that it is their intention to make provision for holding

twelve in the course of the next year. They occupy a position for the instruction and improvement of teachers much below that of the Normal Schools, where all the requisite time may be devoted to the object, with all the means and appliances which the largest experience and most practised skill, aided by the most approved apparatus, can supply ; but the opportunity they offer to the teacher, who has neither the time nor the pecuniary ability to attend the latter, is of great value, and it is hoped will hereafter be widely embraced. Very visible improvement has been manifested in those who have attended them. New notions concerning the methods of teaching are suggested, and greater skill in the prosecution of them imparted. But what is of more value still, a generous emulation is excited, and a new impulse in the right direction given to a large body of teachers, at every institute held ; and in this way, when the whole Commonwealth shall be systematically reached by them, a spirit of improvement will be infused into the mass of the teachers throughout the State, which cannot fail to produce highly favorable results. The Board regard them among the efficient means of improving our Common Schools, and recommend them to the continued patronage of the Legislature.

The Abstract of School Returns, prepared by the Secretary, is appended to his report. It presents the usual amount of interesting statistical information in relation to the number of schools in the Commonwealth, the number of scholars, the average attendance, the aggregate length of the schools, the wages of teachers, the amount of money raised by taxation for the support of schools, and other interesting particulars. The abstract is always an interesting document, and affords the best evidence of the results attained by our system, and the means of ascertaining, from year to year, whether there is progress or retrogression in the application of the means necessary for its support. Circulating, as it does, in every town of the Commonwealth, and exhibiting, at a glance, the comparative amount contributed by each to sustain its schools, and the comparative attendance upon them, it cannot fail to excite emulation in their support and improvement.

The practice of allowing the prudential committees of school districts to select and contract with the teachers of their respective districts, has often been the subject of complaint as leading to the employment of incompetent persons. The practice prevails extensively throughout the Commonwealth, notwithstanding that, by law, it is the duty of the school committee to employ all the teachers in their town, unless by vote of the town the authority is given to the prudential committee. The Secretary has devoted a considerable part of his report to this subject, and has appended to it numerous extracts from the reports of town committees, all tending to show the injurious consequences of such a practice. The remedy for the evil, proposed by him, is the employment of teachers in all cases by the school committee of the town, in whom exists the power both of the examination of teachers and the visitation of the schools. The Board concur fully in the general views of the Secretary upon this topic, and would respectfully invite to them the attention of the towns and of the people of the Commonwealth.

By a law of the last session of the Legislature, the Secretary of this Board is made the Librarian of the State Library, with power to appoint an assistant, who is also to act as Clerk of the Board. By this arrangement the apartments in the State-house, hitherto assigned to the Land Agent, are placed under the care and control of the Secretary, to be used by him for the accommodation of his office in connection with the library, and he is furnished with a permanent clerk. It is unnecessary for the Board to remark upon the great advantage of this arrangement. The very full and able supplementary report of the late Secretary, made upon his retirement from office, showed, in a conclusive manner, the absolute necessity for additional accommodations and additional aid for the Secretary of the Board, if it was expected of him to discharge the duties of his office in a manner which its constantly increasing labors required, and which the educational interests of the Commonwealth demanded. The office of the department of education is now where it should be, in the capitol, and in immediate contiguity with the offices of the other departments of the

State Government, where the people of the Commonwealth, and all others who wish to consult its officers, its records, or its archives, are enabled to do so with facility. The Secretary has detailed, in his report, his proceedings under the authority given him upon this subject. The Board will make but one additional suggestion. The law, authorizing him to appoint a person to act as assistant librarian and clerk, made no provision for his salary. It, of course, must have been intended by the Legislature that he should receive a suitable compensation, and, upon consultation with the Board, the Secretary was advised to fix the pay for the first year at the sum of one thousand dollars, though that sum was supposed to be not sufficient permanently to command the services of an individual possessing the qualifications necessary for the place, and it was fixed at that sum accordingly. The Board would, however, suggest to the Legislature the propriety of fixing, by law, the salary of this officer. Both they and their Secretary would be glad to be relieved from exercising any discretionary authority in so delicate a matter as the compensation of their assistants.

On the first of December, 1849, the Massachusetts School Fund amounted to	\$876,082 26
On the first of January, 1849, it was	848,267 17

Showing an increase during the past year, of \$27,815 09

A portion of this fund consists of certain notes, taken for public lands sold by the State, the interest of which is permitted to accumulate and to be added to the principal, until the notes fall due, when the principal and interest is funded. This portion of the fund amounted, on the first of December instant, to the sum of \$155,007 20. The remainder, amounting to the sum of \$721,075 06, is funded, and its income is annually distributed among the towns of the Commonwealth, for the support of schools. The amount of this income is, at the present time, about \$39,000.

By the two hundred and nineteenth chapter of the statute of 1846, all appropriations made or to be made, for educational purposes, are made a charge upon the moiety of the proceeds

of the sales of the public lands set apart for the increase of the school fund, and to be deducted from such moiety, before the same shall be credited to that fund. The following appropriations have been paid in pursuance of this law, during the present year, previous to the date of this report :—

Salary of the Secretary of the Board,	. . . . .	\$1,308 33
“ “ Assistant,	. . . . .	333 33
Expenses of Members of Board of Education,	. . . . .	242 65
Books for Secretary,	. . . . .	18 00
Barnard's School Architecture,	. . . . .	325 00
Massachusetts Association of Teachers,	. . . . .	150 00
County “ “	. . . . .	350 00
Teachers' Institutes,	. . . . .	990 26
Amherst College,	. . . . .	5,000 00
Normal Schools,	. . . . .	6,500 00
Horace Mann, by Resolve 1849, ch. 80,	. . . . .	2,000 00
		<hr/>
		\$17,217 57

Thus it appears that there has been paid during the current year, from the resources originally set apart for the increase of the school fund, the sum of \$17,217 57, for educational purposes, and that, notwithstanding this payment, the school fund has received an addition of \$27,815 09.

It is with grateful pleasure that the Board here record an acknowledgment of the munificence of the late HENRY TODD, of the city of Boston, who has deceased since the date of their last report. By his will, after making provision for other objects of his regard and bounty, he bequeathed the remainder of his estate to the Board of Education of the State of Massachusetts, the income of which is to be applied in aid of the Normal Schools of this Commonwealth. The Board are informed by Thomas P. Cushing, Esq., the executor of Mr. Todd, that the remainder of the estate, thus bequeathed, will, probably, amount to the sum of ten thousand dollars, and unless claims, not now anticipated, shall be presented against the estate, will in a few months be ready to be paid to the Board.

Mr. Todd was a native of Boston, and received his education where so many of the distinguished merchants of this Commonwealth have received theirs, in the Common Schools of his native town. He was a gentleman of intelligence and cultivation, of great energy and perseverance exhibited under many vicissitudes of fortune, of wide experience in mercantile affairs, obtained both at home and abroad, and though tried, both in prosperity and adversity, of irreproachable integrity and untarnished honor. He felt grateful to the Common Schools of his native State for the education they had afforded him, but saw that their capacity for good might be indefinitely increased, and determined to contribute a portion of his wealth to their improvement. The above bequest is the result of that determination.

This Board would do injustice to their own feelings as individuals, and to their character as a body, if they failed to notice, in this report, the late decease of the earliest benefactor of the Normal Schools, and the unfailing friend and supporter of popular education in this Commonwealth. The Hon. EDMUND DWIGHT died at his residence in the city of Boston on the fifth of April last. It was through his exertions, perhaps, more than of any other individual, that this Board was established, and, through his liberality, more than that of all others, that it was enabled to prosecute the system of measures which has resulted in whatever of success it has achieved. One of the first members of the Board, he watched over and took part in its proceedings with a never-failing interest. To obtain the highest order of talent in the office of its Secretary, he, at the outset, engaged to increase the compensation allowed to that officer by the State, to an amount which secured the object. The contribution was continued until his death, when it was found that he had provided by his will for its payment three years longer. In the early history of the proceedings of this Board, when it was deemed indispensable to establish a system of Normal School instruction, and when it was feared that it would be difficult to obtain an appropriation from the Legislature sufficient for the trial of the experiment, he promptly placed in the hands of the Secretary of the Board the sum of ten thou-

sand dollars, to be used for that purpose on condition that the State would appropriate an equal amount for the same object, and thus at once insured its accomplishment. On numerous other occasions, with open-handed liberality, he contributed important pecuniary aid in carrying forward the designs of the Board and of its Secretary. All this was done in that quiet and unostentatious manner which was characteristic of the man, it never having been made known to the public from what source these benefactions came until a short period before his death, and then by no agency of his. He was content with the consciousness of having done a noble deed, and regardless of the fame which follows it. He also was a merchant, and standing as he did in the front rank of his order, less of surprise than of gratitude is occasioned by this evidence of his regard for the character of his native Commonwealth, and for the progressive improvement of her people.

Such deeds deserve to be commemorated, that they may hereafter adorn the annals of the State. Massachusetts has reason to be proud of such sons, and her sons have reason for both gratitude and pride, that their native State is worthy to receive such tokens of their confidence, and to become the almoner of their bounty.

All of which is respectfully submitted.

GEO. N. BRIGGS,
JOHN REED,
S. C. PHILLIPS,
H. B. HOOKER,
THOS. KINNICUTT,
EMERSON DAVIS,
JNO. A. BOLLES,
GEO. B. EMERSON,
MARK HOPKINS.

BOSTON, *Dec.* 13, 1849.

Report of the Visitors of the State Normal School at West Newton.

The committee of visitors of the Normal School at West Newton respectfully report:—That, early in the year, this school suffered the greatest loss which a school can suffer, in the resignation of its original, most devoted, and most successful teacher. Mr. Pierce had literally worn himself out in his arduous office. He had, for many months, been suffering from rheumatism, sleeplessness, and the other usual consequences of excessive and long-continued mental labor and care. But he had put successfully in operation such powerful machinery, and had so impressed upon the character of his pupils and his associated teachers some of the strong features of his own character, that all the operations of the school continued to go on almost without any visible flagging. But in April, his constitution gave way, and he was obliged to resign. He had triumphantly redeemed the pledge which he gave his private friends, on leaving the scene of former labors and successes: “It might cost health, it might cost life, but he *would succeed*.” Never was success more signal; never was it more clearly purchased by the sacrifice of health, and almost of life.

During the summer term the school was under the able and faithful management of Miss Lincoln, ably assisted by Miss Watson and Miss Shaw. That they kept up the school apparently to its high standard of excellence, is the best evidence of their skill and fidelity.

In September, the school was put under the care of Mr. E. S. Stearns; and Miss Pennell, who had resigned her place in the Westfield School, took the post rendered vacant by the resignation of Miss Watson, and which she had long filled with eminent ability and success.

The prosperity of the school and the standing it has with the public, are attested by the number of pupils, which has been constantly increasing, up to the present time.

The number of pupils for the 1st term, beginning December 3, 1848, was 73; 2d term, April 11, 1849, 92; 3d term, September 12, 103.

In view of these numbers, and to give increased efficiency to the action of the principal, we recommend that an addition be made to the number of teachers.

The examination at the end of the term, which was attended by the committee, was in the highest degree satisfactory; and there is no reason to doubt that the school will continue to sustain its high reputation.

The pupils come from nine different counties, and fifty-one different towns. Seven come from New Hampshire, three from Maine, and one from Rhode Island.

Of the parents of the present pupils, twenty-three are mechanics; sixteen, farmers; fourteen, merchants; four, shipmasters; three, clerks; two, editors; two railroad superintendents; and twenty-nine are widows. Three of the pupils have no parents, and seven are the children of men in as many different walks in life. The average age of the pupils is a little over eighteen years.

During the summer term, Dr. Cutter gave a gratuitous course of lectures before the school, and presented a copy of his Anatomical Diagrams. A large number of copies of F. A. Adams's valuable Arithmetic, and also of C. Northend's very useful Treatise on Book-keeping by Single Entry, were presented by the publishers of these works.

The Experimental School, now numbering 83 pupils, is in a very satisfactory condition, and, for order, and excellence in instruction, is such a school as it is most desirable to have connected with the Normal School; and it is with great satisfaction that we are able to state that, by a unanimous vote of the district to which this school belongs, its connection with the Normal School is to be continued.

All which is respectfully submitted.

GEO. B. EMERSON.

Report of the Visitors of the State Normal School at Bridgewater.

The visitors have attended to the duties assigned them for the past year, in relation to this school, and are happy to report, that it well sustains the high reputation acquired in former years. Mr. Tillinghast, the able principal, has enjoyed the assistance of Messrs. Colburn and Edwards, who have discharged their duties with great zeal and success.

Sixty-five pupils have enjoyed the privilege of the school the past year. The late examination, carried through two days, and which closed the last term, afforded ample evidence of the thorough and faithful instruction which had been afforded to the pupils.

A recent appropriation for the purpose of completing the improvement of the grounds about the school edifice, has been judiciously expended, and the whole establishment is now in excellent order.

The visitors have only to add their entire satisfaction with the present state of the school, and to express their confidence that it will continue to be, as it has been, a most important agency in promoting the cause of education in the Commonwealth.

H. B. HOOKER,
JOHN REED.

Report of the Visitors of the State Normal School at Westfield.

The success of this school has more than equalled the expectations of its friends. The instruction is thorough, and the number of its pupils steadily increasing. The whole number of pupils, the last year, has been 148, of whom 100 were females and 48 males.

During the winter term, there were 56 students; during the summer, 71; and during the fall, 110, which is as great a number as can be accommodated at once.

The average age of the pupils is about 21 years, a large pro-

portion of them having been employed in teaching for considerable time.

As an evidence of the value of the school in the estimation of the pupils, the visitors are happy to say, that many of them remain a longer time than is required by the terms of admission.

The pupils of this school, by the regularity of their attendance,—by their devotion to the business of the school,—by their moral deportment, and success in teaching,—commend themselves and the benefits of Normal Schools to the confidence of those who honor them.

In behalf of the visitors,

E. DAVIS.

Boston, Dec. 13, 1849.

*Rules adopted at the late meeting of the Board of Education,
for the Regulation of the Normal Schools.*

1. No new applicants for admission to the Normal Schools shall be received, except at the commencement of the term.

2. It shall be the duty of the Secretary of the Board and of one of the visitors to be present on the first day of the term, for the examination of the candidates for admission.

3. There shall be two periods for the admission of new members, the time to be fixed by the visitors of each school.

4. Candidates for admission at the West Newton Normal School must promise to remain four consecutive terms; and at the other Normal Schools, three consecutive terms. An exception may be made in the case of persons of more than ordinary experience and attainments.

5. It shall be the duty of the principals of the several Normal Schools to make a report, at the end of each term, to the visitors, and if, in their judgment, any do not promise to be useful as teachers, they shall be dismissed.

6. The course of study in each of the Normal Schools shall begin with a review of the studies pursued in the Common Schools, viz.: reading, writing, orthography, English grammar, mental and written arithmetic, geography, and physiology.

7. The attention of pupils, in the Normal Schools, shall be directed, 1. To a thorough review of elementary studies; 2. To those branches of knowledge which may be considered as an expansion of the above-named elementary studies, or collateral to them; 3. To the art of teaching and its modes.

8. The advanced studies shall be equally proportioned, according to the following distribution, into three departments, viz.: 1. The mathematical, including algebra through quadratic equations; geometry, to an amount equal to three books in Euclid; book-keeping; and surveying. 2. The philosophical, including natural philosophy, astronomy, moral and intellectual philosophy, natural history, particularly that of our own country, and so much of chemistry as relates to the atmos-

phere, the waters, and the growth of plants and animals. 3. The literary, including the critical study of the English language, both in its structure and history, with an outline of the history of English literature ; the history of the United States, with such a survey of general history as may be a suitable preparation for it ; and historical geography, ancient and mediæval, so far as is necessary to understand general history, from the earliest times to the period of the French Revolution.

9. "The art of teaching and its modes," shall include instruction on the philosophy of teaching and discipline, as drawn from the nature and condition of the juvenile mind ; the history of the progress of the art, and the application of it to our system of education ; and as much exercise in teaching under constant supervision, towards the close of the course, as the circumstances and interests of the Model Schools will allow.

10. Members of the Normal Schools may, with the consent of the respective Boards of Visitors, remain as much longer than the period required, as they may desire.

Boston, Dec. 13, 1849.

Dr.	THE BOARD OF EDUCATION			in account with		J. T. STEVENSON, Treasurer.	Cr.
1848.	To amounts paid sundry bills for Normal School at WEST NEWTON, viz.,						
Dec. 20,	C. Pierce's bill, as follows :—						
	Salary,	-	-	-	-	\$300 00	
	Salaries of Assistants,	-	-	-	-	162 50	
	Carpenters' bills,	-	-	-	-	15 70	
						<u>\$478 20</u>	
1849.	C. Pierce's bill as follows :—						
April,	Salary to April 1st,	-	-	-	-	\$300 00	
	Salaries of Assistants,	-	-	-	-	162 50	
	Expenses of Model School,	-	-	-	-	32 50	
	Carpenter's and smith's bills,	-	-	-	-	26 16	
						<u>521 16</u>	
July 9,	E. N. Lincoln's bill, as follows :—						
	Her salary to July 1,	-	-	-	-	\$100 00	
	Salaries of Assistants,	-	-	-	-	129 50	
	Apparatus and Books,	-	-	-	-	103 60	
						<u>333 10</u>	
August, Sept. 1,	Emily Shaw, for services to July 24, -					17 85	
" 26,	Sarah Watson, for services to September 1, -					41 66	
	E. N. Lincoln's bill, as follows :—						
	Her salary to October 1, 1849, -	-	-	-	-	\$150 00	
	Salaries of Assistants,	-	-	-	-	75 00	
						<u>225 00</u>	\$1,616 97
1848.	To amounts paid sundry bills for Normal School at WESTFIELD, viz.,						
Dec. 30,	R. M. Pennell's bill, for services, -					-	100 00
1849.	D. S. Rowe's bill, as follows :—						
February 7,	His salary,	-	-	-	-	\$366 67	
	Salaries of Assistants,	-	-	-	-	66 67	
	Music and other lessons,	-	-	-	-	54 00	
	Insurance,	-	-	-	-	25 00	
	Advertising and repairs,	-	-	-	-	28 50	
	Books, &c.,	-	-	-	-	55 00	
						<u>595 84</u>	
May 31,	D. S. Rowe's bill, as follows :—						
	His salary,	-	-	-	-	366 67	
	Fuel,	-	-	-	-	9 16	
	Music, \$40; writing, \$40,	-	-	-	-	80 00	
	Salary of Assistant,	-	-	-	-	66 67	
				</			

BOSTON, DECEMBER 15, 1849.

J. THOS. STEVENSON, *Treasurer.*

July	6,	New desks, chairs, &c.	-	-	-	47 62	570 12
		D. S. Rowe's bill, as follows :—	-	-	-		
		His salary to July 1, -	-	-	-	91 67	
		Salary of R. M. Pennell, -	-	-	-	100 00	
		Registers for ventilation, -	-	-	-	5 50	
			-	-	-		197 17
October	4,	D. S. Rowe's bill, as follows :—	-	-	-		
		His salary to October 1, -	-	-	-	275 00	
		Salaries of Assistants, -	-	-	-	175 00	
		Fuel, -	-	-	-	40 00	
		Furniture and repairs, -	-	-	-	110 50	
			-	-	-		600 50
			-	-	-		2,063 63
		To amounts paid sundry bills for Normal School at BRIDGEWATER, viz.,	-	-	-		
March	14,	N. Tillinghast's bill, as follows :—	-	-	-		
		His salary, -	-	-	-	400 00	
		Salaries of Assistants, -	-	-	-	200 00	
		Teacher of Model School, -	-	-	-	33 33	
		Sundry bills, repairs, &c., -	-	-	-	35 72	
			-	-	-		669 05
July	6,	N. Tillinghast's bill, as follows :—	-	-	-		
		His salary to July, 1849, -	-	-	-	400 00	
		Salaries of Assistants, -	-	-	-	200 00	
		Teacher of Model School, -	-	-	-	33 33	
		Mr. Leach, for repairs, &c., -	-	-	-	129 03	
		Books and apparatus, -	-	-	-	100 00	
			-	-	-		862 36
October	9,	N. Tillinghast's bill, as follows :—	-	-	-		
		His salary to October 1, -	-	-	-	325 00	
		Salaries of Assistants, -	-	-	-	200 00	
		Teacher of Model School, -	-	-	-	25 00	
		Advertising, -	-	-	-	6 00	
		Painting, and work on ground, -	-	-	-	200 00	
			-	-	-		756 00
			-	-	-		2,287 41
Dec.	15,	To Balance to new account, -	-	-	-	-	531 99
			-	-	-		\$6,500 00

WORCESTER, DECEMBER 15, 1849.

The above account has been examined, and is found to
be correctly stated and properly vouched.

THOS. KINNICUTT,

In behalf of the Committee on Accounts.

THIRTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION,—

GENTLEMEN ;—

It is not without diffidence that I come before you and before the public, with this THIRTEENTH ANNUAL REPORT. With but little special preparation for the duties of my office, and with only a single year's observation and experience, I appear in the place of one whose eminent ability, untiring efforts, fervid eloquence and long period of service have given lustre to the station.

CHANGE IN THE DUTIES OF THE OFFICE.

There are changes, relating to the office itself, which will serve to modify the character of this report. Influenced by the consideration that my predecessor had nearly completed, before resigning his place, the preparatory and foundation work which he had undertaken, you have instructed me to lay out my plan of operation with distinct reference to this fact, and to direct my efforts chiefly to the practical application of our Common School system in its details. A careful comparison of the actual condition of our schools, with the provisions which the State has made for their improvement, will show the wisdom and even the necessity of the proposed change. A correct theory of popular education, and an organization of proper agencies for applying it, are indeed indispensable to any high degree of success. But they are only preliminaries. The work itself, on which the whole value of the arrangement depends, is yet to be performed. The same sound policy which originally induced the Board and its Secretary to begin at the foundation, and to advance in the work as fast and as far as circumstances would allow, now requires them, after twelve years of successful labor, to carry up the structure so as to exhibit its symmetrical form. At the outset, the danger most to be feared and avoided was that of going to work without

due preparation. Now, the danger lies in the opposite direction, of leaving the work undone until every part of the preparation shall be completed. Since those to whom the State has entrusted the interests of education are not like architects, employed upon lifeless materials and shaping them at will for future use, but public servants, acting upon society and its institutions, it becomes necessary for them to study and to follow those laws which regulate the progress of society. These are slow but steady in their operation. The public mind, no less than the individual mind, must, before committing itself to action, have time to ponder the subjects brought to its notice. Public measures, especially if they have an air of novelty, require to be brought in some degree to the test of experience, before they can command general confidence. It is, consequently, more important to make a faithful trial of our present valuable though imperfect system of Public Schools, and thus to create a well-merited confidence in its fundamental principles, than to aim chiefly at making further advances, either by legislation or otherwise, towards perfecting the system theoretically. That which to the impatient may seem a great sacrifice from needless delay, is of much less moment than the want of sympathy on the part of those who are to carry forward the enterprise, or the discouragement and general loss of confidence which might result from a single rash experiment. Improvement in the administration of a system is often a surer mark of progress than improvement in the system itself. When the latter follows in the train of the former, the advancement, though slow, is steady, being sustained by a more accumulated energy. A reaction in the public mind, which is a greater hindrance to progress than ignorance itself, is much more likely to take place where the opposite course is pursued. I might go even farther and say, that the most valuable institutions are not so much a "creation as a growth." They are the result of necessity, and burst forth from the public mind by an internal pressure, like an opening bud. It is the spirit of a whole people, feeling out its path, and manifesting itself in different degrees in many minds, and finding some one organ or more to give it utterance;—it is this that

produces true progress in society. Our system of education is essentially the product of the character, past history, and present necessities of the people. The germ of it was brought from the mother country by our pilgrim fathers. It has become what it is by a natural growth. It may receive its aliment from various sources, but the laws of its organic development must be left to their free action. It ought never to be conformed to any foreign standard, but to remain wholly American in its character, the offspring of a pure but free government, and of a pure but free Christianity. Changes, therefore, should be admitted only so far as they spring from the necessities of the people, and are in harmony with the genius of its institutions.

If then it is safe, to say the least, and perhaps expedient, to let our system of Common Schools remain for the present unaltered in its main features, subject, however, to such slight modifications as time and experience may show to be necessary, certain it is that systematic, energetic, and persevering efforts ought at once to be made to bring the state of the schools to correspond better with the facilities already provided by law for their improvement. Perhaps nothing is more deserving attention at this period than the great inequality that exists in respect to Common School education in different parts of the Commonwealth. Some portions of it are not less than a quarter of a century behind others. Though various causes have conspired to produce this difference, the fact that the influence of the press, potent as it is, wherever it goes, and wide-spread as it may be, wherever there is a reading community, has had but little effect upon some parts of the State, while it has almost electrified others, shows the necessity of employing, at the same time more vigorously, some other means of influence. I have, accordingly, been instructed to occupy less time in the preparation of written documents than might, under other circumstances, be proper, and to endeavor, by personal intercourse and by the living voice, to reach those who are not equally accessible in any other way. The people at large do not read what is published on the subject of education. In many towns, but here and there an individual informs himself with any degree of accuracy, even of what is to

be found in the laws in respect to schools, much less of what is contained in our reports, and other books and pamphlets. These will sooner reach certain circles in other states, and even other countries, than those particular towns, neighborhoods, and individuals where their influence is most needed. Besides, there is a power of adaptation to varying circumstances in personal address, which cannot be exercised by the pen. For the very same reason that books cannot take the place of the Christian minister in the propagation of Christianity, the press can never take the place of the living agent, in carrying home to men's doors the particular hints and suggestions which the interests of the Public Schools demand. Very often, what is most needed in a place cannot be ascertained and understood by an individual, till he is present in person, and knows all the circumstances of the case.

THE SCHOOLS.

Proceeding upon these principles, which I thought it proper to bring to view in this connection, I have spent the greater part of my first year's service in observation, and occasional efforts in various parts of the State, and particularly in those towns which are most remote from the centre of influence. The examination I have made into the state of the schools has been of the most general and comprehensive character, because that knowledge which was most indispensable to me in entering upon my duties, could be acquired in no other way. I made a beginning in the schoolroom, and directed my observation to the following, among other particulars, namely: the number of pupils in the school, and the regularity of their attendance; the number of pupils and of classes under the charge of the same teacher; the variety and character of the studies introduced, the extent to which they were respectively pursued, and the order in which they were arranged; the class-books used, and their adaptation to the age and attainments of the pupil; the capacities, literary attainments, general intelligence, manners, morals, and professional ardor of the teacher, his knowledge of the human mind in general, and of the peculiarities of the juvenile mind in particular; the

order pursued in developing the mental faculties, and the means employed; the mode of instruction adopted, the kind of task imposed, the rate of progress required, and the manner and proportions in which study and instruction were combined. Special pains have been taken to ascertain whether the teacher's mind kept even pace with that of his pupil, or whether it was in advance of it; whether too much was undertaken or too little; whether the mere words and abstract definitions of the author were read, learned, or recited without the corresponding ideas, or the ideas themselves with a definite and clear outline were imprinted on the imagination; whether the mind was invigorated by the exercise so as to find fresh delight in it, or was perplexed, weakened, and discouraged; whether the habits formed in the school were, in all respects, such as would be useful in subsequent life, or whether many of them would need to be changed on entering into business, or going into society; and finally, whether the discipline was exercised with a genial power, or was defective, either from lenity or from too great severity.

It was not to be expected that a very large proportion of the schools of the Commonwealth should be visited. A moderate number, however, of different grades, nearly equally distributed in all parts of the State, have been seen in operation. A specific statement of the character and comparative excellence of the different schools visited, could not be given with much accuracy, without better opportunities for observation. I am aware that I hazard something in expressing any opinion from impressions received from single visits of brief duration. But I cannot be mistaken, where the evidence is so palpable, in saying that the difference between the best schools and the poorest, in the Commonwealth, is as great as that which is seen among men in different stages of civilization. There are teachers in some of the schools, who would reflect honor upon their profession in any country. There is a still larger number who are respectable teachers, and are improving rapidly every year. The remainder consists of those who seem never to have reflected on the subject in the slightest degree. Of science and literature,—of the art of teaching, even mechan-

ically,—of the nature of the human mind and its proper training, they appear to have little or no conception. It is this circumstance, more than any other, that degrades the profession; and all those who are its true ornaments are doomed to suffer the consequences.

• ATTENDANCE.

I have said that I embraced in my inquiries the subject of school attendance. But neither personal inquiry, nor the returns of the school committees, have furnished that definite information which is necessary to a satisfactory conclusion. Of those who are reported as being habitually absent from school, many are under five years of age. If these are well cared for at home, it may be a question whether either they themselves or the community at large will, in the end, lose any thing by their absence. Certain it is that this period of life is most valuable for physical culture, and for those observations upon the nature of surrounding objects to which neither the confinement of the schoolroom, nor the study of books is favorable. Another portion of those represented as habitual absentees are over fifteen years of age, a period at which few boys in our large towns remain in the Public Schools. In the city of Boston they are excluded from them on arriving at the age of fourteen. No doubt the tendency to abridge the time of attendance on Common Schools is becoming in our country quite too strong. Still, it is hardly just to represent the great number of boys who, at the age of fourteen or fifteen, leave the Public Schools of our cities to go to the shops and counting-rooms, as being unbenefited by the provisions made for their education. As these causes of a part of the absences noticed in the abstracts have not been known or duly considered by the casual reader, a wrong impression has gone abroad in regard to the extent to which children in Massachusetts grow up in ignorance, in consequence of neglecting the Common Schools. In the returns of the next year, in which the basis of representation will be altered according to the new law, the misconception here referred to will be prevented.

Probably by far the larger proportion of those said to be out of school, do in reality attend the school a part of the year, as

there is nothing to indicate whether the number of children, returned as in attendance during the summer term, consists of the same individuals as those in attendance during the winter.

Again, the number of children who receive their education in private schools, or at home, is not accurately ascertained. Those who know the summary manner in which committees often arrive at their conclusions, in respect to this particular, will use some degree of caution in reasoning from such data.

But, after all these and other similar allowances, which candor requires us to make, there is certainly among parents, in different parts of the State, a culpable neglect in regard to the education of their children. If, as is highly probable, a more careful examination will reduce the number of parents and guardians reported as being recreant to their trust, it is quite certain that the case of the remainder will appear in a worse light than before. Were we to seek them out in their homes, we should have before us the revolting sight of many abodes of poverty, and vice, and wretchedness, where the children of the household are in a state worse than orphanage.

The first thing to be done is, by a more exact scrutiny to reduce the evil from a vague apprehension to a tangible form, and then to devise means for abating, and, if possible, removing it. If the towns or their committees would, after ascertaining the number of children not in the schools, institute a particular inquiry into the causes of their absence, an important step would be taken towards finding the remedy. In some instances, there would seem to be no better means of obviating the difficulty than the faithful use of that moral influence which it is in the power of every town, or of its enlightened citizens, to exert; and there would be no happier sign of the approach of a better day than to see the people themselves, of their own accord, taking up this matter in earnest. As to the treatment required in other cases, I forbear to enter into any discussion until further information shall be obtained. For a similar reason, I postpone the particular consideration of the subject of irregular attendance. Parents, teachers and committees have in this regard yet a great work to perform.

INTEREST TAKEN IN THE SCHOOLS.

Another point to which my attention has been given during the past year is, the degree of interest in the schools manifested by parents and the community generally. I have endeavored to ascertain what efforts, if any, have been made by the people to give to the schools more efficiency and success; how far they are fostered and sustained by individual influence; what measures are adopted to secure a general and regular attendance; what number of parents are in the habit of visiting the schools, showing a sympathy with the teacher, and giving encouragement to the pupils; what domestic influences are used to lead children to appreciate the value of education, and to stimulate and aid them in their studies; how far parents and guardians coöperate with the teacher in maintaining order and good government; and what the collective influence of the neighborhood is upon the morals and manners of the pupils while out of school. Here, too, I have found some encouraging signs. In several towns, monthly, semi-monthly, or weekly neighborhood meetings are held during the winter, for the purpose of awakening a more general interest in the Public Schools, and of securing a greater degree of coöperation in sustaining and improving them. There are also instances in which arrangements are made among parents for visiting the schools in rotation, regularly through the season. Various measures of a similar character are adopted in most of those towns which are distinguished for the excellence of their schools. But what shall be said of other towns? Any one who will inform himself of the extent of the indifference which prevails among the people in various sections of the State in respect to the condition of the Common Schools, will find an easy explanation of the wide chasm that separates the theory of our school system from the practice. The former owes its existence to legislation, the latter depends on the popular will. As our laws are designed rather to give to the several towns the requisite power for maintaining good schools than to create and sustain them by State authority, the efficiency of the system must, after all, depend upon the people. Efforts,

therefore, to enlighten the people, and to infuse into them right sentiments on the importance of elevating the character of our Public Schools, are among the most appropriate and direct means of accomplishing our purpose. In this, all the intelligent, the wise, and the good are expected to unite.

THE APPOINTMENT OF TEACHERS.

A third general subject of inquiry, during the labors of the year, has been that part of the school administration which relates to the appointment of teachers. On this topic I beg leave to speak more at length.

The highest success of a school depends on the concurrence of a variety of causes. Among these, none are more important than high qualifications in the teacher. We may with as much truth affirm that the teacher is the vital organ of the school, as the Athenian poet did that "men are the bulwark of a city." All the other provisions of a school are subordinated to this. Neither large appropriations of money, nor well-constructed and well-furnished houses, nor regularity of attendance, nor spirit and zeal on the part of parents, nor careful supervision by committees, will be of any avail, if, to crown the whole, the teacher be not qualified for his task. His mind and heart and will give tone and character to the entire school. By his penetration are the capacities and intellectual state of the pupils to be discovered. By him are the plumb-lines to be applied with nice observation, and the frame-work of a solid education adjusted, at the same time adapted to its position and symmetrical in its parts. He should know the principles on which the mind is to be trained, as well as the subjects on which instruction is to be given. From him, too, must emanate the influence which shall produce a well-organized little community, inspiring a love of improvement, a sense of propriety, and an enthusiasm extending to all the appropriate duties of the schoolroom. Nothing is more certain than that the schools themselves vary with the varying character of their teachers. Indeed, these are to the schools what generals are to an army. It is very plain, then, that the selection and appointment of teachers is a matter of such paramount importance as to require the utmost caution in adjusting the appointing power.

The fact, so abundantly attested, that an unfortunate selection of teachers is often, very often, still made in this Commonwealth, is one which demands serious consideration. That the people of Massachusetts, who are economical even to a proverb, should allow so much money to be thrown away annually upon worthless or nearly worthless teachers, might well excite our wonder. That a people so intellectual should commit the intellectual culture of their children so frequently to unskilful hands, is truly anomalous and almost incredible. There must be some strange infelicity in the organization of the system of agencies employed, or in something else that lies beyond the control of the community, or an evil so palpable and so great would be no longer endured. And it is actually so. The people are not satisfied in this particular, but utter complaints, loud and oft-repeated, that those artificers who "form the common mind" should be so unskilfully chosen. There is an almost universal desire that some other arrangement be made, which shall secure for the generality of the schools a better class of teachers. In many schools, and in many towns, no change of this sort is needed.

It is not necessary, as is sometimes supposed, that any new law be passed, authorizing towns to change the organization of their schools or of their committees. They have this power to a sufficient extent already. The difficulties that are experienced are limited mostly to those towns which adhere to the district system, and consequently have two sets of committees,—district committees and town committees. The practical evils most deeply felt are the complexity of the process by which teachers are engaged, and the unhappy order in which the respective committees are obliged to act. But even here the districted towns have all the requisite power, without abolishing the districts, to administer the necessary relief. The law does not make it the duty of the prudential committee to select the teacher. On the contrary, it imposes this duty on the superintending committee, unless the town, in addition to the appointment of a prudential committee, devolves it upon the latter by a special vote. By merely omitting to pass such a vote, the town would place the whole business of procuring teachers in the hands of the superintending committee.

Aside from the merits of this question as affecting the quality of teachers in our Public Schools, objections on other grounds, I am well aware, will be raised. It will be said that the effect of such an arrangement as has been intimated would be to increase the amount of duties imposed upon the superintending committee to such an extent that it would be difficult to find suitable men willing to accept the office. Upon a superficial view this would appear to be so. But a closer inspection will show that the untimely delays, irregularity, vexation and mortification resulting from the present mode of procedure, would induce more men of high qualifications to decline the office than the mere task, or rather privilege, of making their own selection of such teachers as would reflect honor upon their employers.

It will furthermore be objected, that the office of prudential committee would lose its importance if the business of procuring teachers should be taken from it. I believe this office is now regarded as an irksome task, to which nearly all the legal voters in the district reluctantly submit in turn; and that any diminution of its duties would be to most committees a pleasant relief. But if the remaining duties should not seem sufficient to give proper dignity to the office, it would be better to transfer to it something else now under the charge of the other committee. Better hazard the visitation of the schools, provided good teachers can be secured, than make sure of a good board of visitors at the risk of having poor teachers. "As is the *teacher* so is the school." The mere fact that money is involved in the transaction, no more proves that it therefore belongs to the prudential committee, than the fact that a public library can be purchased only with money proves that the purchase should therefore be made by a merchant.

The most plausible objection is, that the measure proposed would tend to increase unduly the centralization of power in a single committee. I know not why this objection should be made to a body of men charged with the supervision of the schools, any more than to men charged with similar duties in respect to other public objects. I would not willingly advocate anything that should conflict with the just rights and lib-

erties of the people. It is only against the abuse of executive power that we have occasion here to guard; and it will, I think, be sufficiently shown in the remarks which follow, that the power of appointing teachers is much more liable to abuse, lodged as it now is in the hands of a district agent, than it would be in the hands of the school committee.

If there are no insuperable objections from general considerations, then the question resolves itself purely into one of expediency. Let us proceed to view it in that light.

Whether it were better for towns, which are divided into districts, to retain this system or to abolish it? whether the people of a district will take a livelier interest in their particular school than the inhabitants of a town will in the town schools? whether prudential committees are likely to be more vigilant and active in providing conveniences for the school than superintending committees would be to do the same? whether a healthier public sentiment would result from the circulating influence of changing prudential committees, than from the more uniform and permanent character of one general committee? are questions which it is not necessary in this place to discuss. The point before us does not respect the existence of prudential committees, but the expediency of devolving upon them the choice of teachers.

I have spoken of the office of district agent as changing hands more frequently than that of school committee. Though this is not necessarily so, it is so in fact, and will always continue to be. The office is not generally supposed to be one which requires much experience, or any uncommon qualifications; and, therefore, it is thought there is no reason for confining it to a single individual, or to a small number. As there is generally but one such agent in a district, the change of the incumbent is very liable to bring with it a change of measures. The school committee of the town is, by a very natural course of things, a more permanent body. The number of suitable persons from whom the choice is ordinarily made is smaller. The same individual, if upon trial he prove to be competent, will in most cases be reappointed. And even when a change is made, it rarely extends to the whole committee at once.

Consequently it is to be expected that this committee will have something like a settled policy. This of itself would tend to give a similar character to the schools during successive years. But most of all would it increase the probability that good teachers would be retained for a long period in the same schools. The frequent change of teachers is becoming a very great evil. Children, instead of being led steadily on in one continued process, are taught a few months after one method, and then after another, in a manner that is destructive of all solid attainment and correct mental training. Any arrangement, which should secure to the pupil the benefit of a steady course of training on some one method, would be hailed by parents and the friends of education with joy. But so long as a new contracting agent is brought in every year, it were in vain to expect much uniformity.

Besides, the superintending committee is, as a general thing, composed of men better qualified to select teachers than district agents are. It may, in some instances, be otherwise. The persons elected to this office are chosen from a much larger community. The election itself, by the town, is a more formal and public act. They are generally men distinguished as experienced teachers, or as men of education, possessing some peculiar fitness for their office. Being more conversant with the subject of education, they will, it is natural to suppose, not only attach greater importance to the office of procuring teachers, but exercise a caution and discretion in selecting them which are rarely exercised by prudential committees. Having, moreover, the matter in charge for all the districts of the town, they will hardly fail to take it up systematically, and attend to it in a regular manner and in the proper season.

Precisely those qualifications which fit men for the office of superintending committee, fit them for seeking out the best teachers. The duty of examining and recommending school books, for example, requires a knowledge of the processes of education, and the adaptation of means to ends in conducting them, possessed by few. One must have a knowledge of all the qualities which enter into a good text-book in each of the branches of study pursued in the schools. The number of

studies, their selection, the order in which they are to be pursued, and the adaptation of books, both to the subjects of which they treat and to the age, mental habits and attainments of the pupils, are all subjects for his consideration. He, who can form a good judgment on these points, is already in a situation to tell what kind of teacher is needed. And if this knowledge is ever required, it is required as a guide in the selection of a suitable candidate for the office of teacher. It will afterwards appear that, however it may be in theory, in practice the nominating act is more influential in deciding the appointment, than is the examination, or act of confirmation.

According to the existing practice, it can hardly be said that the examining committee has any option in the selection of teachers. Not only is its power negative, as it was intended to be, but there is generally an unhappy train of circumstances which prevent the exercise of even that power. But one individual is presented to be examined for a given school. If he be rejected, there is no certainty that a better candidate will next appear. Possibly, one who is inferior will be offered. The time for commencing the school may have arrived already. A delay in opening the school may appear quite inexpedient. Thus, the chances may, upon the whole, appear as much in favor of approving the first candidate that is presented, though he be confessedly unqualified for the office, as of taking any other course. On this point, the school committees of the past year have spoken out in their reports, with a unanimity and emphasis which demand particular attention. Nor are these the only or chief embarrassments. The candidate, when presented by the district agent, and supported both by him and by the certificates which he exhibits, persuades himself that he has a just claim to the approval of the committee of examination, and consequently regards himself as an injured man, if it is denied him. Perhaps he will plead for a second trial, and meanwhile will review his studies, and induce his friends to intercede for him; and it is fortunate if he and the prudential committee do not originate a party that will prove fatal to the success of any other teacher in that district. The examining committee, more accustomed to censure than

to encouragement and support, unwilling, moreover, to give further offence and thereby strengthen the opposition, conclude to yield one point, in order to secure others which they deem more important, and approve of an unqualified teacher, rather than prolong a contest which might end in the subversion of the best interests of the schools.

It is not surprising that men engaged in the ordinary pursuits of life, as a great portion of the prudential committees are, should frequently fail to adopt measures necessary to obtain the best teachers. They are not conversant with such matters. Their personal connections do not lead them into the society of literary men or of teachers, and, consequently, they know but little of the character and habits of the profession, or even of the places to which they should resort to make inquiry. The consequence is, that they frequently wait for the teachers to come to them. This method may do very well for men who wish to hire day-laborers on their farms; but, when district agents wish to procure those whose office it is to train and form the imperishable minds of the young, they betray their trust if they leave the result so much to chance. The very persons who first offer their services for this most delicate and responsible employment, and who are, therefore, most likely to be engaged by such agents, are, more frequently than otherwise, persons wholly unfit for duties of this nature. The practice alluded to, calls forth a swarm of adventurers, whose faces would never be seen by the committee of examination, if with them lay the choice of persons to come before them. Other teachers, of a better character, may sometimes feel compelled to comply with the custom, and thus mingle with that class who offer themselves as candidates without being known or sought. But, at best, the risk of employing strangers is too great, as the result often shows; and the mischiefs, direct and indirect, of such a general line of policy, reach much further than is commonly supposed.

The effect upon the standing and respectability of the profession is truly disastrous. Valuable teachers cannot compete with them in cheapness in the public market. The latter are, therefore, often preferred for their easy terms, while the former

are passed by, as supercilious in their feelings and exorbitant in their demands. That good teachers, finding themselves put upon a level with such men, should at length abandon the occupation for one more honorable and lucrative, is almost a matter of course. Must not the policy which attracts mediocrity to the schoolroom, necessarily banish from it whatever is above mediocrity? Persons of the latter description will never consent to go about habitually, like vagrants, seeking employment and changing their places of labor with the fluctuating policy of different district agents. It is only persons of abject minds that will long endure such humiliations. In such a state of things,—and it exists in some parts of the State,—there can never be a body of teachers worthy of being considered as a profession. Those who might be an honor to it, will generally make it nothing but a stepping-stone to something higher and better. There are by this system, no encouragements held out to teachers, to make the improvement necessary to give respectability to the profession. The frequent changes of place, moreover, leave them no time to carry out a method of instruction and test it by its results. A teacher's life becomes a perpetual series of beginnings, without the means of continued progress. Were he to remain in this calling, he would be obliged to resign himself to his lot, and teach in that ineffectual and unsatisfactory way which the policy of his employers forces upon him. If he do not sink ultimately to a mere man of routine, and give up all hope of advancement, he will show more perseverance than can ordinarily be expected under such circumstances.

If we may place any reliance upon the tone of the school committees' reports, there is no class of persons who better understand this whole matter, or who are more disposed to look the evil in the face and grapple with it, than the authors of the reports themselves. Can the various towns, involved in these difficulties, pursue a wiser policy than to try the experiment for a year or two, of giving to the enlightened and high-minded men whom they appoint, or ought to appoint, to this office, the power requisite to prevent this wholesale mischief, this waste of the public money, this injustice to meritorious

teachers, and this irreparable injury done to the generation which is to succeed us?

There is still another evil connected with the present arrangement, which is of a somewhat delicate nature. I mean the liability of prudential committees to favoritism. It is much more difficult for a single individual, who is charged with the duty of employing teachers, to act, uninfluenced by personal considerations, than it is for a committee consisting of several persons. No one can be the brother, son, cousin, nephew, or particular friend of a whole committee, and make that the plea for special favors. The attempt to procure a place from improper considerations would be less frequently made in the one case than in the other; and when made, it could be resisted with much more ease. I will not suppose that a person holding such a trust would willingly betray it in the manner described. But should there be cases of that sort, there would be no check upon the individual who acted alone; while a member of a committee would be so sure of finding resistance in his associates, that he would not be likely even to propose an unworthy candidate. A suspicion so wide-spread as that above mentioned, and extending to so many cases in the Commonwealth, ought, if possible, to be removed. This can be done in no way so effectually as by placing the matter in the hands of those who cannot commit the wrong, if they would.

It is charitable to suppose that when undue favor is shown to certain applicants, it is because the ties of friendship or of kindred have dimmed the vision of the committee. But this consideration, while it places the parties concerned in a more amiable light, brings no relief whatever to the schools themselves. The wrong doing, whether it proceed from weakness or ill intention, is the same in its effects. The community is deprived of those advantages of education to which it is justly entitled. The loss of the school money is the least of the evils resulting from an improper choice of teacher. The spirit of the school is broken. The children become disgusted with the schoolroom, and perhaps learn no lesson so faithfully as that of insubordination. Both knowledge and the love of knowledge are sacrificed. The character, instead of being re-

fined, becomes more rude than ever. The vicinity of the schoolhouse becomes the last place to which one looks for civility. It is not strange that, under such circumstances, the parents should be discouraged ; that they should begin to inquire seriously whether they can safely rely on the Public Schools for the education of their children ; that they should actually send them, at no small expense, to private schools, and thus leave the Public Schools to languish. It is in vain to urge men to sacrifice the education of their offspring to the public good,—to degrade their families,—in order to build up the Common Schools. The interest they have in the matter is held too sacred to be bartered away for any such consideration. These schools must be guarded against the abuses here complained of, and be made such that parents may safely send their children to them *to be educated*, or the money and the children of the best families will still go to the support of private schools.

Furthermore, the appointment of teachers, as it is now made, admits of no distribution of them among the schools of a town according to their adaptedness to each. Every candidate who is presented for examination comes as an applicant for a particular school. No adjustment with reference to another school, to which he may be well adapted, is possible. He must be approved for that school or none. And yet the wants are as various as the supplies. One school is large, another is small. In one, the pupils are advanced in study, in another they are not. In one district the contest for supremacy with ungoverned and ungovernable boys must be renewed every winter ; in another, are the peaceful children of good citizens and judicious parents. If a certain number of individuals, of various character and attainments, are to take the charge of as many different schools in a town, can it be a matter of indifference how the assignments shall be made ? It is easy to conceive that half of their success would depend upon their being placed each in his appropriate school. In machinery, men are accustomed to place the parts according to the strictest laws of adaptation. The greatest power is applied where it is most needed. If, acting upon a similar principle, the school committee were to make application for teachers of whom they had received

good accounts, instead of waiting for such teachers as would come unbidden to them, and should appoint one meeting when all were to come together to complete the arrangement; and after the examination should take into consideration which of the candidates were best adapted to the various schools, and then should make proposals to all according to a general plan, nothing is more certain than that it would contribute immeasurably to the efficiency and prosperity of the schools.

Many of those evils and abuses which now adhere to the schools, and which committees and others are laboring hard and almost in vain to remove, would find the most effectual remedy in a better order of teachers. What is commonly called "truancy" will in all probability remain as a blot upon the schools, until the teacher, by the attractiveness of his character and manner of teaching, by personal interest in his pupils, and friendly interposition and untiring efforts for reclaiming the delinquent, shall strike at the root of the difficulty. At least, an improvement in the method of obtaining teachers, which should more thoroughly sift out the good from the bad, and more uniformly engage the services of the one and dispense with those of the other, would be one among other effectual measures for accomplishing what all the parties interested now have much at heart. If any thing in confirmation of so self-evident a truth were needed, the experience of many towns that might be named would furnish it abundantly. Nothing but an acquaintance with the results of measures similar to those proposed, would be necessary to convince the public that the obstacles to the success of many of our schools are by no means insurmountable.

At present there is very little of system or regularity in any thing that depends on the joint action of the two committees. If a particular day is set for the examination of all the teachers, the prudential committees are for the most part forgetful of the arrangement, or negligent. When, therefore, the time arrives, and the committee of examination assemble to perform their duties, only a few of the expected candidates appear. The committee, after spending the day, must separate without having accomplished the object which brought them together.

After a short time, another teacher is engaged, and the committee are called together again. But only a part of them can meet on that day. Some are absent, and others are engaged. Still, as the teacher has come from a distance, and as the time for opening the school has arrived, those members of the committee who can do so assemble, or a single individual represents the whole, and an informal examination is made. The case may prove to be a doubtful one. The person or persons making the examination shrink from the responsibility of deciding it. But the agent and the candidate plead the urgency of the circumstances, and the point is yielded, and the certificate of approbation is granted, to the injury of the district, and subsequent vexation of the committee. Not a few of the examinations of teachers in the country towns are attended with some such irregularity and infelicity as that here described. *The prudential committees will not be systematic.* They do not sufficiently consider that a little laxity on their part defeats the main object of the general arrangement. Even the legal examinations of the schools are often prevented by a similar irregularity. It is required by law that the schools be visited some time during the last two weeks of the term. But the prudential committees often fail to inform the visiting committee of the time when their respective schools will close, and so the term is sometimes actually ended without any visitation.

It is hardly necessary to add, that the engagement of teachers by the prudential committees leads to great inequalities in the different schools of the same town, and in the wages of different teachers. It is easy to perceive what an unhappy state of feeling will be the result. Of families residing not far apart, one will be suffering in its dearest interests from the unfortunate choice of a prudential committee, while another will be in the full enjoyment of the best facilities for education. Of the different teachers, some will be receiving higher wages and some lower, with but little reference to the relative value of their services. A single committee, acting for the various districts of the town, would be able so far to equalize these things as to lessen materially the amount of the mischief.

But it is time to dismiss this topic, and to close by referring briefly to a few of the transactions of the year.

TEACHERS' ASSOCIATIONS.

In a sphere of action so extended as that of the whole Commonwealth, the single-handed labors of the Secretary alone would fall far short of the necessities of the case. To act with due vigor and effect upon the public mind, so as to awaken it to feel that concern in the instruction and education of the young which the well-being of society requires, it is necessary for him to connect himself with influences and agencies stronger than his own, and to direct their combined power to the great object he has in view. The occasions offered him for employing for this purpose the collected wisdom and strength of School Conventions and Teachers' Associations, seeking to promote the same general object with himself, are of frequent and almost constant occurrence. What, in these instances, is most needed, both by them and by him, is mutual encouragement, unity of counsels, and harmony of action. By proper attention to this subject, and by a system of action arranged with reference to the public meetings of those bodies, he may not only aid them in their particular objects, but secure their efficient aid in accomplishing a work to which he alone would be entirely inadequate. As such meetings are held semi-annually in most of the counties, and as they change from place to place in each county, they furnish the Secretary a favorable opportunity both of becoming acquainted with the teachers of the Public Schools throughout the State, and of visiting the principal towns, and presenting the subject of education before large audiences called out by their presence, and with the full and hearty support of their combined influence and authority. And here it is proper to remark that all such associations, so far as I know, have invited this coöperation, and sought this connection. Believing that I could in nothing better fulfil the just expectation of the Board and of the public than by striving to bind together in one harmonious system various agencies, which otherwise might act without concert, and possibly conflict with each other, I have cultivated with special assiduity the connection referred to, and attended, as far as possible, the meetings of the several county and other associations in the

State. All these, increasing as they are both in numbers and in influence, are doing for the State an invaluable service, and are well deserving the bounty which they receive.

TEACHERS' INSTITUTES.

Equally important for purposes of a somewhat different nature are the Teachers' Institutes, held under the direction of the Board. The experience of the present year goes to confirm that of past years, that no means employed by the State for the improvement of the schools have an immediate efficiency equal to that of the Institutes. They perform the office of light-armed troops, and by the celerity of their movements accomplish much that lies quite beyond the reach of the Normal Schools. They interfere neither with the latter nor with Teachers' Associations, but constitute the connecting link between them, and thus complete a well-arranged system of organizations. While those associations answer all the ends of similar associations among other professions, securing the pleasures of intercourse, the benefits of sympathy, and the information derived from mutual conference, discussions and lectures, the Institutes are, during the day, Normal Schools in miniature, and, at evening, popular meetings for enlisting the community at large in the work of education. Several advantages have accrued from the change made at the beginning of the year in the length of time during which the Institutes are required to remain in session. By reducing the time from ten days to six, I am able to take the supervision of them all, without interruption, and to procure instructors of a high order, and retain them without change to the end. A larger number of teachers, likewise, can afford the time and the expense necessary to attend. Committees are less reluctant, if their schools are in operation, to relinquish their teachers than they were under the former requisition. The people of a town, too, are much more ready to receive teachers into their families for six days than for ten, including the Sabbath. In two instances during the present year,—those of the Institutes held at Hyanis and at Sandwich,—the inhabitants of the place entertained the teachers during the whole time without charge; an example of public spirit which, it is believed, others will emulate.

As a proof that the influence of such meetings upon the towns where they are held is regarded as valuable, it may be mentioned that the people of Hyannis and Sandwich expressed the conviction that they had themselves received a greater favor than they had conferred. And if we rightly estimate the value of an improved public sentiment in respect to the importance of education, of more correct views on the part of committees and others as to what constitutes a good teacher, and of a fresh and vigorous impulse given to all the schools in the vicinity of a Teachers' Institute, we shall, no doubt, be inclined to coincide in that view.

It should be constantly kept in mind that a training in the branches of study taught in the Common Schools cannot be given in one week, nor in two; and that Teachers' Institutes are not established with reference to such a design. Their object is rather to give to the whole body of teachers a new impulse to improvement; to direct their attention to the importance of ascertaining the best methods of instruction; to lead them, through the influence of eminent and experienced teachers, to task their own invention, judgment and skill to the utmost for perfecting themselves in the art of teaching. Much instruction is indeed incidentally given. Improved processes of training the mind and of teaching the elements of knowledge are exhibited. But the ulterior object, to which all other things are made subservient, is to awaken an enthusiasm for self-improvement. The tone and spirit of an Institute is therefore a matter of much greater moment than the amount of time given to a mere review of studies.

Owing to the great importance of making a right beginning in holding Teachers' Institutes, and to the solicitude which it was natural to feel at first, a smaller number has been held than would have been under other circumstances. The fact that a change in the Secretaryship made it necessary to form a new acquaintance with the various individuals who, in the several parts of the State, are active in originating Institutes, has tended to the same result. For these reasons, only six have been held. They were in the following places, viz:—Hyannis, Attleborough, Hubbardston, Greenfield, Groton, and Sandwich.

THE ESTABLISHMENT OF AN OFFICE, WITH A CLERK, IN THE
STATE-HOUSE.

On the 1st of June, by an act of the last Legislature, the two rooms in the State House appropriated to the State Library were placed in the charge of the Secretary. Scarcely any measure has done more to give efficiency to the department of public instruction. A place of deposit is hereby provided, not only for all public documents relating to it, but for school books and rare and valuable works on education, a collection of which is in progress. And what is still more important, there is now a State Office connected with the other public offices of the government, open at all times, and accessible to all the people of the Commonwealth who have any concern with the department of education. Business may be transacted with incomparably more regularity, ease, and despatch, than was possible before the change was made.

Thus far, too, the arrangement, by which the State Library is connected with the office of the Secretary of the Board, is found to be convenient. The duties of Clerk and of Assistant Librarian are of a nature so congenial that they may easily be united, and performed by the same individual. Very fortunately for the success of both departments, the season of the greatest pressure of business alternates; the examination of the school returns and the preparation of the abstract and tables being made during the recess of the Legislature, whereas the calls upon the Library are chiefly made during the session. The duties of this two-fold office are found to be of a very responsible character. The usefulness of the Secretary's services is dependent in no small degree on his being at liberty to spend much time in the remoter parts of the State, which would often be impracticable, unless there were an individual at the office capable of transacting with judgment the necessary business. The more he is released from the confinement of the office, the better can he satisfy the numerous and pressing demands that are made upon him from abroad.

After consulting with the members of this Board with reference to the appointment of a Clerk and Assistant Librarian, I

applied for the services of the Rev. Samuel C. Jackson, D. D., of Andover, a gentleman eminently qualified by learning and experience to perform the duties of the station. He accepted the office, and entered upon its duties the 1st day of June last. But as the act authorizing me to make the appointment contained no instructions in respect to salary, it seemed unadvisable, without further authority, to give as large a compensation as was deemed fully adequate for a station of so much importance and responsibility. It is highly desirable that the Legislature make a suitable appropriation for this object.

Appended to this report will be found the Abstracts of the Reports and of the Returns of the School Committees.

BARNAS SEARS,

Secretary of the Board of Education.

Boston, December 13, 1848.

A B S T R A C T

OF THE

SCHOOL COMMITTEES' REPORTS.

At the meeting of the Board of Education, held May 31, 1849, the following vote was passed, viz:—

“Voted, That a topical abstract of the reports of the school committees of the present year be published by the Secretary upon such topics, and in such form and manner, as he shall deem expedient.”

The object of this vote was three-fold: first, to give unity of character and singleness of purpose to the selections to be made from the reports; secondly, to authorize the Secretary to make selections adapted to the character of his own report; and thirdly, to instruct him, as no volume of abstracts has been published for the last two years, to pass over the reports of those years, and to commence with those of the year of his entrance into office.

Accordingly, the extracts from the school committees' reports have been selected for the present year with reference to the main topic discussed in the Secretary's report, namely, “to that part of the school administration which relates to the appointment of teachers.”

It will be perceived that from a large number of the reports no selections have been made. Nothing, however, would be more unjust than to draw the inference that such reports contained no passages worthy of a place in a general abstract. On the contrary, they are, for the most part, of a high order. It is only to be regretted that they were not all printed in such a manner as to admit of being bound in volumes, and placed in that form among the archives of the State.* From those reports which contained nothing on the subject above named, extracts could not, of course, be made. Others, treating of the subject with great particularity and care, were frequently of such a detailed character that, though invaluable to the towns to which they were made, they could be presented with effect only as a whole.

* In a circular addressed by the Secretary, in June last, to the school committees of the respective towns and cities of the Commonwealth, the following suggestions were made, viz:—

“It may not be improper in this connection to invite the attention of the school committees to the importance of printing their reports; and in such a manner that they may be bound in uniform volumes. A complete collection of the school reports of all the cities and towns of the Commonwealth, printed and bound in a uniform manner, and furnished with indexes, would form, as a body of permanent educational documents, an invaluable treasure. May we not hope that the school committees, as friends and promoters of popular education, will endeavor to secure an object of such public importance? It is believed the expense would be a trifling consideration, compared with the benefits to be derived. The printing and circulating of the reports would, by diffusing the valuable information which they contain, awaken a deeper and more general interest in the Public Schools than would result from a mere reading in town meetings.

In order to secure uniformity, I venture to propose that the annual reports of the school committees be printed with pages corresponding in size and form with those of the annual reports of the Board of Education.”

It will be apparent, at once, that to publish the reports of the school committees entire would be impracticable. To make extracts without reference to any particular topic or series of topics would render the collection too disconnected for general interest or convenient use. The expense, too, of a volume of such a character may be regarded as an objection. It has therefore been deemed expedient to make use of the reports from year to year, for the purpose of furnishing proofs and illustrations of such practical views as may be exhibited by the Secretary in his report.

SCHOOL COMMITTEES.

SUFFOLK COUNTY.

BOSTON.

It has long been perceived, by those who have reflected intelligently and earnestly upon the subject of education, that there is a want of adequate general supervision of our Public Schools, and that the means do not exist, or are not used, for ascertaining and submitting, to the knowledge of the people, their actual and progressive condition. The only means now provided by law for exercising this supervision and obtaining this knowledge are the monthly, quarterly, and annual examinations of the schools, by the members of the school committee. This board consists of twenty-four active members,—men who, for the most part, are working every day under the high pressure of engrossing business, and from the time they can spare from this business, they are called upon to devote many days in each year to the duties of the school committee. There are eighty-two permanent offices to be filled by these twenty-four men. The requisitions as well of the laws of the Commonwealth as of our own rules, provide for the monthly and quarterly examination of the schools. These examinations, together with the examination for and distribution of medals and certificates, will consume thirty days of the time of each member. There are also to be added the frequent and protracted meetings of the board.

The information derived from these examinations is embodied in the quarterly reports, which show nothing of the comparative standing of the schools, or of the general system of instruction, each report being made by a different individual, usually the chairman of the sub-committee of the school reported on. No provision is made for publishing or collating any part of their results, and after having been read, they are quietly consigned to the oblivion of the official files. Each sub-committee, it is true, is enabled to obtain knowledge, more or less extensive, of the condition of its own school. But these committees are changed from year to year; the members go out of office, and no means are taken to arrange the scraps of information acquired, for future use. They glide before the vision of the members of the board for a single moment, and are then forgotten.

Of the remaining source of information, the examination and report of the annual examining committee, enough has been already said to show its value. A single individual, or, at most, a set of individuals, visit every school in the city *once*, and pass a day or half a day in each. They have never been in all these schools before, they will probably never visit all of them again, and it is from the observations made at this railway speed over the surface, that the observers are expected to form such conclusions on the nature of the country, the quality of the soil, and the state of cultivation, as will enable them to discover abuses, to remedy defects, to detect unfaithful agents, and to bestow due commendation upon such as appear to have deserved it. No one competent mind has the supervision of all the schools. It is the duty of twenty-four men to observe the working of the detached parts of the machine, and it is no doubt efficiently performed. But it is the business of no man or body of men to combine or compare these observations, to see how the parts are adjusted to, and how they are related to, each other; and until such is the duty and the business of some person or persons competent for

the office, and bound to responsibility by honorable and adequate compensation, we can never be sure of the true working of the great and complicated institution, or whether it will not fail us when its aid is most needed for our preservation or well being. We do not mean to say that our schools are without supervision. The constant labors of the members of this board, as well as the good condition of the schools, testify to the contrary. But we do mean to say that it is not as perfect as it might be, that it is too much limited to details, and that the results of the whole are not presented in a manner to be easily grasped or understood. A competent knowledge of the condition of individual schools can be no doubt obtained; but this is not enough for the satisfaction of the public, or the perfecting of the system.

The remedy for this defect consists in the appointment of a superintendent, the business of whose life shall be the careful supervision of the schools.

CHELSEA.

In the discharge of their official duties, your committee have not been unmindful of the magnitude and the solemnity of their trust. They have acted on all matters relating to their department with deliberation and decision, with less desire to secure popular favor, than to be faithful to the interests of the schools confided to their supervision. These interests require not only attention to present exigencies but also a prospective glance toward future considerations, which bear directly upon the well-being of our schools, and must have an important influence in determining questions of difficulty and moment. It is out of the power of any body of men, however wise and well-intentioned, to devise or execute means for advancing our Public Schools, if they have not the confidence and the coöperation of the people. It takes time for every thing valuable to establish itself, and, especially as it regards popular instruction, it requires years for any plan of education to be fully tested, or any school to do itself justice. There has been, from time to time, exhibited a restlessness, an impatience, nay, an irritability with regard to our Public Schools, which should be checked; from the effect of such a spirit our schools have ever suffered rather than been benefited. It would be far better that the care of the schools should be left where the statute law wisely leaves it, in the hands of those who, having been duly elected to the service, should receive the full and entire support of their constituents. It is hardly possible, among so many various opinions as prevail in a town like this, relating to the subject of Common School instruction, that any course of action should be agreed upon by a school committee, which would meet with unanimous approval; and any attempt to fix upon such a course would be as detrimental to the schools, as it would be unavailing. Meanwhile, the policy to be pursued by every board of committee must be uniform, strict, and patient, governed by principles and modified by laws of action which long experience have proved practicable and wise, rather than affected by those novel suggestions, or those prejudices and whims, to which too often school teachers and pupils have become victims.

NORTH CHELSEA.

Finally, in consideration of the wants of our community, and the difficulties of a school committee to encounter them, we hope that our successors will receive the united coöperation of all, so as to enable them to meet the wants of your town in the most important of all your trusts. It needs energy to direct, and wisdom to devise, measures of improvement, and shrewd judgment to direct our youth in the most successful way of acquiring that knowledge which shall prove to them an inexhaustible treasure, fitting them to fill with honor any place in the sphere of life to which they may be called, either as members of the family circle, as citizens or servants of the great brotherhood of man, or of alluring them on to become one in the great congregation of the blessed, where knowledge and goodness are limited only by the Infinite. To this end let every citizen heartily coöperate with the committee who direct your educational affairs, that the rising generation may receive those advantages from our schools by which they may be fitted to discharge the duties of citizens in after-life, and contribute, as much as in them lies, to the prosperity and purity of our great republic.

ESSEX COUNTY.

AMESBURY.

On entering upon the discharge of their duties, after they had completed their organization as a committee agreeably to usage, they made a division of the schools, assigning to each member the immediate superintendence of a specified number.

ANDOVER.

We would urge our fellow-citizens always to show an intelligent and exclusive regard to the interests of the schools for the year, in the choice of their school committee. No other considerations should lead to the choice of one man, or class of men, rather than another. In selecting the yearly school committee, as well as in voting the yearly funds, the town is legislating for its schools in a most important respect. The prevailing school standard in the town depends very much upon the action of successive committees. The current spirit of teachers and scholars, in any school during a term, is, to a considerable extent, modified, favorably or otherwise, by the committee for the year. The character of the school examination is often, if not always, determined, in a considerable degree, by the committee present. Viewed in its proper light, as related to both the present and the future, the interests of the Public Schools, which are thus entrusted to the supervision of the committee, must be regarded as of the very first magnitude in the town. The question should, therefore, always be, Who will best care for these interests and promote them? Let who will hold it, the office is a self-denying and delicate one. It is not a sinecure, to be coveted; and both as a means of bringing the right men into closer contact with the schools from time to time, and also for the purpose of dividing, in some measure, the labor and responsibility connected with the office, it would be well to put new members upon this board more frequently than is now done.

None of the gentlemen, on whom the choice of the town has usually fallen for a course of years past, feel disposed to put in any special claim, either to the honors, or the responsibilities, or any of the other perquisites of this office. They would much rather, so far as they are personally concerned, see other and better men occupying the post; and, in so large a community as this, there seems to be no good reason for devolving the labors and cares of such a public interest so exclusively on these few men. We have other well-educated and public spirited men, who might, with great propriety, be called to do some of this good work. The policy of uniting intelligent laymen with clergymen in such a service, from year to year, is especially deserving of consideration. We make this suggestion, with the express understanding, that if it should be acted upon year after year, intelligently and on principle, we shall be heartily glad to be left off from the board as often and as long as the choice of other fit men may be deemed best for the good of the schools. But we must urge, that care be taken, in all cases, to get such men for this work as will be really interested in doing what is needed for the schools, however perplexing and laborious the service, and such men as will be competent to exert the best influence on teachers and scholars, and on the community generally, in all that they do.

BOXFORD.

Several years since, the Rev. Dr. Eaton remarked that we did not derive half the benefit we ought from the money expended for the support of schools; nor was this a hasty remark, but it was an opinion he deliberately put on record as the result of long experience and close observation. If, under the watchful eye of Dr. Eaton, there was a loss of one half of our money expended for the support of schools, it is not surprising that, under the care of those of the present day, who are less vigilant than he was, the same reason of complaint should exist. The

causes, that have combined to produce this unfavorable result in time past, will probably exist and operate in future. Among these causes may be mentioned the liability of committees to approbate unsuitable persons as teachers; for, although committees may judge of the literary qualifications of teachers with a good degree of certainty, yet it is believed to be very difficult, if not impossible, to determine whether they possess an aptness to teach, or a capacity to govern; or whether they will be active and faithful in their school, or indolent and unfaithful.

GEORGETOWN.

Far better that the services of competent teachers should be secured, with extra compensation, than accept those of poor teachers for nothing. It is under such considerations the office of prudential committee assumes its importance,—a responsibility committees themselves have not been accustomed to attach to it. Prudential committees have not unfrequently neglected securing instructors until near the time for the school to commence, waiting for applications, and finally employing those in whose ability they themselves do not confide. The examining committee simply possess a negative power, a power to reject those they deem unworthy, and its exercise invariably subjects them to more or less censure. Prudential committees should not wait for applications, but seek out such teachers as can furnish abundant testimonials for, and success in, their important vocation. There is an uncertainty in employing inexperienced teachers, whatever may be their literary attainments, for a large proportion of failures (and every town experiences more or less) arise from want of good judgment in government and discipline.

HAMILTON.

As it has been an old-established custom in this place for the committee to be chosen in rotation from year to year, without receiving any special compensation for their services, the present board feel disposed to acquiesce in this long-established custom.

We think our schools ought to be conducted more systematically; and, to accomplish this, a more decided stand on the part of the committee is necessary.

LYNN.

A sort of circulating power exists in regard to the employment of teachers. The statute provides that “the teachers may be selected and contracted with by the prudential committees,” whenever the town shall so determine. If the town does not so determine, “the school committees shall select and contract with the teachers.” In this town, the power has been exercised by the prudential committees. But we are going to present a reason or two, why, in our apprehension, it should not be so. First, however, we may remark that, in all cases, the teacher is required by law to undergo an examination by the general committee; and, without their certificate, he is not entitled to pay. They also have power to dismiss him.

In this town, the different prudential committees, exercising their power to pay just what salaries they please, have created a diversity in the compensation of teachers, which seems not in every case proportional to the labor. Those committees are naturally led to look most exclusively to their own local jurisdictions; while the general committee, of course, take a comprehensive view of the educational interest of the whole town. The subject of salaries is of more importance than probably most people imagine, and has a marked influence in various ways. Most men are prone at once to jump to the conclusion that whatever costs most is best. And on this principle, some of our schools, which are really of high standing, are regarded as in the second, third, or fourth degree,—no better reason existing for the degrading comparison than what is involved in this matter of salary. The different prudential committees, having no authority out of their own wards, and being ignorant of the wants and claims which exist in different parts of the town, cannot, it must be perceptible to every one, be so competent to act in this regard as the general committee, who have every part of the town under their eye. The latter, most certainly, have the best opportunity to arrange this affair on an equitable basis; and would pursue such a course as might prevent discontents and jealousies, which will always arise, and work great mischief, whenever any thing like injustice appears. A strong collateral argument is furnished by the legislative

action in regard to high schools. Those schools are placed entirely under the supervision of the general committee; no prudential committees have any thing to do with them. And why? Because they are kept for the benefit of "all the inhabitants." And have not "all the inhabitants" the same sort of interest in the matter under consideration?

Again: If the general committee performs the service of selecting and contracting with the teachers, a better opportunity exists for securing good ones. All applications would of course be made to them, and they would have a larger number to choose from than the prudential committees, who have little knowledge of each other's doings. Not unfrequently, instructors apply in one ward, whose services would gladly be accepted in another; but are lost, from this ignorance, of one prudential committee, of wants in other jurisdictions. This of itself seems a sufficient reason for the proposed disposition.

Furthermore: It appears almost impossible for prudential committees not to be more or less swayed by the popular emotions of their wards. And hence, unadvised popular feeling may sometimes work great mischief. Every citizen can bring to mind occurrences, springing from this ground, which have wrought great injury to several of our schools.

It is, of course, for the town to decide whether it would be more conducive to the general good to have the selecting and contracting with the teachers rest with the general committee rather than with the prudential committees. At all events, it seems as though the diversity in salaries spoken of, ought not to exist. It also seems as though every proper means for securing the best teachers ought to be rendered available. And it likewise appears judicious to have the educational interest removed, to as safe a distance as may be, from the effects of impulsive local action. On the whole, then, your committee recommend that the power of employing the teachers be exercised by the general committee.

MARBLEHEAD.

Your committee, aware that the efficiency of the best system of school education depends in a great measure upon the fidelity and zeal with which the duties of a school committee man are performed, and being convinced, from observation and experience, that the duties required of them, if faithfully discharged, demand more time than they are able to devote to the public good, respectfully recommend the appointment of a superintendent of all the Public Schools, by the school committee, whose whole time and talents, when required, shall be devoted to the interest of the schools; to take care that the houses are all in perfect order, that each is supplied with necessary philosophical apparatus, outline maps, books, &c., to examine and transfer children from one school to another; to recommend the most successful modes of teaching; to fill vacancies and examine teachers; to see that the schools are adapted to the population, and that all the children are brought into them; that all the scholars are provided with good books, and at the lowest wholesale price; that the schools not only have quarterly but monthly examinations; that the rooms are properly warmed and ventilated, and furnished with seats, desks, and other furniture, and attend to all the incidental wants of teachers and scholars. As the board is now constituted, the members come into it, generally, without a knowledge of their duties; and, having remained long enough to understand them, find that a full and thorough performance of their obligations makes too great a demand upon their time. Guided by these views, and having no other motive than the prosperity of our schools, we would suggest that the superintendent be allowed by the school committee what they may deem a suitable compensation, and that they will continue him in office as long as they are satisfied that all the services required are faithfully discharged.

METHUEN.

Your committee would here state, that they have endeavored to employ teachers who have had some experience in the business, and whose success has warranted their employing them. Such, however, could not always be obtained.

It may not be improper for us, in this connection, to refer to the subject of hiring teachers, upon which something was said in the report of last year. Your committee trust they had the very best good of the schools in view, when those remarks

were inserted in that report. They wished not then, neither do they now wish, that any persons you may select to fill the same office should infringe upon any of the rights of the districts. We wish, however, that the subject should be rightly understood, and that perfectly good feelings should exist between the superintending committee and the several prudential committees, as well as all others. There should indeed be a union of effort on the part of all. Our experience and observation, during the past year, has not caused us to dissent from the views then expressed. It is well known to most, or all, that no teacher is qualified to commence a school, without a certificate of qualification from the superintending committee. Almost the whole of the responsibility, therefore, must rest upon said committee. And in the language of the Secretary of the Board of Education, in speaking of the prudential committee hiring the teachers, he says: "He cannot appoint a *teacher*; he can only nominate a *candidate for teaching*. The person selected must be approved by the superintending committee, before he can legally commence the school. Such an approval ratifies the act of the prudential committee; but the act without such ratification is void." When the teachers are hired by the prudential committee, it is with different feelings they are rejected by the superintending committee, (if it be found necessary to reject any,) than when employed by themselves, as the fact of their having been engaged is generally known in the district, and consequently more unpleasant feeling would be likely to exist.

NEWBURY.

During the past year a new feature has taken place in the school arrangements, in accordance with a vote of the town, by which the power of furnishing teachers has been given to your committee, instead of, as was hitherto the custom, being confided to individuals chosen by the several districts. This change we trust, from past and present experience, is for the better. Formerly, teachers did not appear before your committee until they had been appointed for particular schools, and frequently not until the latest possible period previous to commencing. If the examination of the candidate did not prove satisfactory, we could withhold from him the certificate of approval; further than this we could not go. The course we have adopted the past season has been to thoroughly examine all, who have applied to us for schools, before making appointments. After this examination, we have placed those, who seemed best fitted for the responsible employment of teaching, in the particular schools for which each one was peculiarly adapted. It is evident that a person who could teach successfully in one district might not give satisfaction in another. * * Your committee would recommend the continuance of this arrangement respecting the furnishing of teachers, feeling assured that beneficial results will follow the present method.

WEST NEWBURY.

By our laws there are two kinds of committees to take care of our schools. Long experience convinces the writer that this is an unhappy arrangement, a needless division of responsibility. The course of legislation for our schools increases the friction of this double organization of superintendence. What motives do the laws present to influence appropriately the prudential committees? What duties have they to perform which may not as well be performed by those who have the responsibility of approving teachers?

And, as the examination of teachers is the highest responsibility, the object of the law is greatly frustrated by the action of two committees. The school committee, who visit and examine the schools, know their character and their wants. If there was only one committee, they could have some choice among those who apply or may be found to teach, and obtain the *best* of several *after* they were examined. As it now is, the prudential committee, with no wrong intentions, often neglects to secure a candidate to be examined till a late day. Perhaps a *stranger* applies to him for the office of instruction. He sends him to be examined, and if he cannot be marked as sadly destitute of the legal qualifications, the contract is made and the school is supplied with a teacher. But how much vexation and disappointment must follow if the teacher, on a short trial, is found unworthy of his place! This unpleasant feeling would less frequently occur, if more time was secured for examination and acquaintance, and more opportunity given the school

committee to choose among different candidates. Ought this responsibility and this power to select, to be separated?

Moreover, should the prudential committee, with special exertions, procure a candidate for examination and find his labor lost, his wishes disappointed, his chosen one rejected, how can he avoid making an unpleasant appeal to the feelings of the examining committee?

WENHAM.

For different parts of a system or machine to work harmoniously and successfully, they must each work within their own prescribed limits.

The members of a school district, its prudential committee, and the general school committee, are different parts of one system. They each have different and distinct duties to perform, but all are designed, and, if properly discharged, will tend to produce, one great and important result. The duties which these different parts of one system are to perform, are all prescribed by law; consequently their obligations are primarily to the law and not to each other, except in a few instances which the law prescribes. Such being true, three things appear obvious:—1. Each part of this system must *work*, and thus contribute to the great result. 2. Each part must work within and according to its prescribed limits. 3. Each must avoid interfering with the prescribed duties of the others.

If one wheel in a machine fails to revolve, or otherwise do its office, it is not difficult to anticipate the consequences; if that or any other wheel should work in a way at variance with the principle or order of the machine, or should attempt to perform the duties of some other part of the machine, none can fail to foresee what disastrous results will follow.

What is so clear and true in a piece of mechanism, is equally clear and true of the system of Common School education in a school district.

We are confident your candor and good sense render it unnecessary for us to apply the moral. And while the past admits of no remedy, either in respect to the case which has suggested these thoughts, or others which may have occurred, we do hope that what we have said may prove a preventive to their recurrence in the future. And we doubt not this will be realized, if our respected friends will possess themselves of that part of our civil code which relates to this important department of a citizen's duty.

MIDDLESEX COUNTY.

ASHBY.

We would suggest that the prudential committees make an early selection of teachers, and see that they are presented for examination in good season. It often happens that the teacher comes for examination the day before, or even the very day, the school is expected to commence. If he should not happen to be approbated, there is much delay and disappointment in procuring another. An early selection and examination of teachers may avoid this.

We would say, in this connection, that whenever a teacher is presented for examination, and is not approved, or whenever it is found that his school is unprofitable and ought to be discontinued, there is not, necessarily, any impeachment of the fidelity or judgment of the prudential committee. They are not supposed to know the qualifications of the teacher they engage except from report; as they are not authorized to examine them personally. It should not, therefore, be deemed any reflection upon the prudential committee if a teacher shall be rejected or a school closed through his incompetency. Let agents, who are inclined to be sensitive on this point, remember that the general committee have

some reason to be sensitive to their reputation, lest they approbate an individual and permit him to continue in his school, when it is evident, to all who inform themselves, that he is utterly unqualified.

It is always such a disagreeable thing to reject or dismiss a teacher that it will not often be done unless duty imperiously demands it. The greatest danger is, that incompetent teachers will be admitted and retained in our schools.

CAMBRIDGE.

For several past, successive years, some of the members of the committee of the preceding year have been reëlected, and thus became members of the new board with the benefit of past experience. This circumstance has been favorable to consistency of measures. While it has prevented any sudden revolutions, always dangerous, and thus uncalled for by the circumstance here adverted to, it has at the same time, from a full knowledge of the past, been conducive to progress and prudent reform. From this circumstance, the gradation of schools, formerly so little regarded in the system,—if system it could be called,—of the Common Schools, has been perfected, and does not admit, so far as the committee can perceive, of any material improvement. From local circumstances, as will be seen in remarks on the several schools, it is not yet fully applied; but the few exceptions do not invalidate the rule.

CARLISLE.

Committees should be prompt in duty, impartial in action, and exercise due care in all proceedings, unawed by any one. They should be strict and thorough in examinations. But, with all care on this point, teachers will fail, especially in government, and their other qualifications will be rendered inefficient. They often have no special fitness for the work,—no aptness to teach, nor love for it. Some will fall below, and others surpass expectation. Much depends on the interest, consistency, and perseverance of teachers.

There are occasions when the committee must be in doubt, for a time, how to act, especially when complaints are made to them about teachers and schools. They may not be fully decided, whether it be judicious for schools to go on or be suspended. They do not wish to waste money, nor stop a school too soon.

We repeat, that it is their plain duty to notice faults in teachers and schools, whenever and wherever they see them, and to suggest corrections and improvements.

We expect to be censured, and often are, for directly opposite reasons. But we, like other committees, become accustomed to censures, and even breezes and storms.

CONCORD.

“Literary attainments and good moral character,” both indispensable, are not the only requisites for a good teacher; and an injudicious selection, made by the prudential committee, cannot always be corrected by the other board; and your committee would suggest for the consideration of the town, and perhaps for their action now or at some future time, whether the teachers for the annual schools should not be selected by the school committee of the town.

DRACUT.

It is thought there should be more discrimination exercised, on the part of the *prudential* committees, in the selection of teachers; more pains should be taken to procure *experienced* persons for this business; otherwise the efforts of the general committee must in a measure prove abortive. The general committee cannot in all cases prevent the introduction of incompetent teachers.

GROTON.

We would urge upon the attention of prudential committees the importance of securing competent instructors. Those are not always the best who come first to hand. Upon the teacher depends the value of the school; and as our children can be but once young, we should be slow to trifle with their time, by placing them in charge of those who are incompetent to instruct them.

HOLLISTON.

Your committee have, heretofore, expressed their views upon the great importance which attaches to the selection of suitable teachers for our schools; and while they believe there has been some improvement upon this subject for the last five years, still they are compelled to believe that much more effort should be made in this direction. The prudential committee should not be satisfied when he has selected a respectable and genteel young lady or gentleman to instruct his school. He should inquire diligently in regard both to his moral and intellectual character; in regard to his habits of industry and perseverance; in relation to his literary attainments and mental energy; whether he is an accurate and thorough scholar, or whether the ideas he may have acquired are obtuse and indefinite.

MARLBOROUGH.

But it may not be amiss to suggest here, that, when any schools are unsuccessful, the responsibility of the failure does not rest upon the inspecting school committee so much as many are apt to suppose. The success of our schools depends very much upon the judgment which the prudential committees exercise in their selection of teachers. * * It may be said that no one can enter one of our schools as a teacher without having been examined and approved by the inspecting committee. That is true. Yet we do not feel warranted in withholding our certificate of approbation from one who passes a respectable examination in the branches taught in Common Schools, and presents satisfactory testimonials of a good moral character, though we should not have thought of selecting him ourselves had it been referred to our decision. We can give them useful counsels and suggestions, or remove them, if manifestly incompetent; but if they have not an enthusiasm for their business, and that aptitude to teach which may not improperly be called a *gift of teaching*, no efforts of ours can convert an indifferent teacher or school into a superior one.

WATERTOWN.

What particular system is best adapted to the administration of school affairs, and the wants of the people, is a question upon which there is a diversity of sentiment. And it is evident that any system, however good, can hardly succeed against the opposition of an ill-disposed minority. Your committee are of the opinion that the town should have the immediate and entire control of all the Public Schools, and the exclusive possession of all the public schoolhouses and their appurtenances, within its limits; that the character of the schools and the duration of time kept should be equal, so far as possible, in the several school districts of the town.

WESTFORD.

Your committee would, with much deference, recommend to the several prudential committees scrupulously to avoid all favoritism and self-interest in the discharge of their important duty. By so doing, many evils would be avoided and advantages gained, and, in addition to this, the examining committee would frequently be saved from much embarrassment.

WORCESTER COUNTY.

ATHOL.

It is manifest that whatever else we have for our schools, however much interest and care and money be expended upon them, there can be literally nothing accomplished without an instructor. A very little reflection will convince any man that

an indifferent teacher is an indifferent advantage, a poor teacher is little better than not any, and a teacher decidedly incompetent or unworthy may be far worse than none. * * As the public sentiment becomes more alive to the indispensableness and the worth of our schools, as the districts require better teachers, and as a committee's own sense of responsibility is quickened, the more does the difficulty increase of deciding and acting in this matter. To a kind-hearted and, withal, a faithful man, few positions, we are persuaded, are more embarrassing than those in which school committees must frequently stand. In the first place, the general opinion as to the requisite character and necessary qualifications of teachers is low. It is low in those who wish for teachers. It is low in candidates for teaching. It even at this day may almost be said that every body thinks any body can teach. Instead of regarding this work as one which, in its essential attributes, is among the most difficult as well as the noblest callings upon the earth, the notion rather prevails with very many, that, if a young man is fit for nothing else, why then he is just fit for a teacher. Those who imagine teaching to be remarkably light work, or rather no work at all; those who have neither skill enough nor enterprise enough to turn themselves to other employments, with those who are merely desirous to get a little money, while they make school-keeping just a stepping-stone to some other business,—hundreds of such are roaming through the State, seeking where they may find a district ignorant enough, with a prudential committee pliant enough, and a town committee so lost to honor and to self-respect as to intrust incompetent and unworthy men with the care of minds, each of which has more value than all of California's gold, and is to live after the great globe itself shall have been dissolved, and the bright sun have forever withdrawn its shining. The case would not be so bad as it is, if there were no applicants of this description besides those from one's own vicinity, or from places within our own State. But as the schools in this Commonwealth have decided to secure the ablest teachers, and have of course been obliged to give wages somewhat in proportion, a throng of candidates is allured from abroad, who understand this fact of a higher remuneration rather better than they understand some other things. Of the many that apply for approbation, how few could be approved with a good conscience by such as have the law before them, and the permanent good of the schools mainly at heart. If some even bring testimonials of character and of success in attempts at teaching; yet who needs to be reminded how easily such testimonials are sometimes obtained? Many persons give certificates of others' character in a way that degrades their own, thinking only to gratify some friend, or silence the importunity of those whose requests they can by this means most readily shake off. Add to these things the disappointment which a candidate feels, the chagrin it occasions his friends, the vexation it may give to a prudential committee, with the embarrassment and partisan feelings it may produce in a district, when an applicant is not approved.

Nor is this all. It is of the last importance that the schools of the smaller districts, which have but a short season of schooling, and the scholars in which can in general least afford to be deprived of their privileges, should have teachers inferior to none. Abler districts, in which the pupils are usually the more forward, might with comparatively far less eventual harm sustain a partial or even total failure of a school. But abler districts are not much exposed to the peril. So far as our experience extends, it is the schools of precisely those districts which are least fitted to endure the loss, for which incompetent candidates apply. That such districts have need of teachers equal to any, is evident from other considerations. It indeed is always essential, but it is specially so when one is to teach where are few incidental encouragements or none, that his great motive should be involved in the nature of his work. He must, more especially under such circumstances, go to his work with a most decided love of it for its own sake; for only this will bear him up and bear him on to be both laborious and faithful, and successful and happy, as he toils to do others good. True, every teacher, like every productive laborer in other departments of exertion, has an indefeasible title to wages. They may properly enter into his expectations and be stipulated for in his contract; but when the arrangement has been made, he should act in the sphere of his duty under the influence of higher considerations. We hold it sound doctrine, as to all things, that he who labors for others has a right to receive from them the means of

sustaining and invigorating that mind whose energies he is expending in their behalf; yet we would with equal earnestness contend that, after all, that is only a circumstance,—though an important one,—and that no man, whatever his calling, may of right be actuated, either merely or mainly, by his expectations of pay. The desire and the purpose to do good should be eminently effective in those who are to teach our youth. Most prominent should this characteristic be, in those who offer to teach the smaller and more backward schools. The greater the inherent difficulties, the smaller the extraneous inducements, the less adequate the appreciation of his worth, so much the more should the teacher be one who can at all times be sustained by his love to his work, and draw, from the labor itself, his most satisfying reward. In an instructor, circumstanced thus, the desire to do good should shine forth, never eclipsed, and reign supreme, the first, and last, and all-comprehensive qualification. Just at this point the trouble recurs. It is usually not such as have the most love for this noble profession of teaching, but, on the contrary, those who have the least, that come candidates for the smaller and more backward of the schools. What now is a committee to do? Must they send improper persons into such schools, or may they wait until proper ones are found? The question practically is—Shall we gratify the temporary convenience of a candidate and his friends, with that of a prudential committee and district, thus in effect to waste the money and the time of the latter, and perpetrate on the children a lasting injury; or shall we encounter trouble and risk good will, that an eventual advantage shall accrue? A question this, more easily stated than solved. During the year under review, a district, which most certainly required an instructor capable of teaching arithmetic, presented to us a candidate who was ignorant of so common a primary treatise on that subject as the work of Colburn. Yet the committee, while their own sympathy was excited in the young man's behalf, were aware, that not only the applicant and his parents, but the prudential committee and the district, thought it a hard case that his application failed. It sometimes happens, when some young man has proposed to become teacher in a given district, or when his acquaintance or kindred may have purposed that he should take the place, that, if he is not approved for it,—whatever deficiency his examination may disclose,—even the scholars are not restrained from entering into a conspiracy to make any teacher in that place uncomfortable.

It will be understood, that we have not made the above observations as having any immediate reference. Nor are they suggested as in either hope or fear of what may come. The remarks have been made in view of their general utility. The facts referred to involve considerations that deserve to be weighed. The position in which we are placed is laborious. While it widens our sphere for doing good, it also brings trials and cares. We are not, we hope, the men to shrink from these, so long as, for the schools' sake, we, by your favor, hold the trust. We are willing, however, that our constituents should know, as they have a right to do, how we regard it; and in that spirit we indicate our sense of its responsibility, and the principles which guide us. * *

True it is, the candidate, and those concerned in his case, may not recognize what the examiners must. True it is, that, if the latter, acting with all the kindness they may, are obliged to reject the applicant, it may give the prudential committee trouble. He may not know where he can readily find a more promising candidate, and so the search for another may occasion him labor and time and perplexity, for which he may get little compensation. To say nothing of friends of the rejected applicant raising a storm of displeasure, it has sometimes happened that the defeated man himself has conveyed and put into circulation in the community, false statements and perverted views of the examination he was not able to stand. In such ways, families and districts have been convulsed and irritated, and the very children, perhaps involuntarily catching the mania, have been prepared, when the school has begun, to find war, or make it if they can.

BARRE.

Our Common School system requires that a prudential committee shall be appointed annually for every district. Now, though this may be the best mode, it is plain that it operates to disadvantage. On the principle of rotation in office, that the burdens and honors may be equally borne, the prudential committee is changed

as often as election takes place. Now every man has some brother, sister, son, or daughter, who is a teacher, or the brother, sister, &c., know somebody else that can teach, if she never has taught, and would like to teach, and will teach for very little, or at least he has heard that there is somebody away off in some obscure town, that knows something of reading, writing, and one or two other things, and the penny-wise, pound-foolish, whose name is legion, recommend the committee to obtain her. She keeps a something for four months instead of a good thing for three months.

Now we would recommend, in order that good teachers may be procured, and that the same teachers may be retained for successive years, either that wise and competent men be always chosen as prudential committee, without reference to the principle of rotation; or that the prudential committee be instructed, at the annual meeting, what teachers to endeavor to obtain; or, should not these propositions be regarded feasible, we would recommend to the committees to abandon favoritism, and to wake up out of all passivity and indifference, and to look with singleness of purpose to the interests of the community.

BROOKFIELD.

Your committee would urge upon those, whose duty it is to procure teachers, to be very careful in the selection of them. None should be accepted and recommended for examination, unless they present a *full, satisfactory* certificate of qualifications, intellectual, and moral. The law also requires that every teacher shall be examined before he commences his school. But, in some cases, teachers have begun their schools before they were examined, thus compelling the examining committee either to subject them to the mortification of disbanding their schools, or employing them, though convinced of their deficiencies, on account of the impossibility of procuring another teacher. Your committee, therefore, would urge upon the prudential committees the duty of having the teachers brought for examination at the time appointed.

DANA.

We have only six school districts in town, and your committee have felt that the six teachers ought to be examined at one session. They have accordingly appointed a particular time for such an examination, and have notified each prudential committee of each district to present his teacher at that time. You see what they attempted, and yet they failed to accomplish it. They were obliged to meet at four different times to examine the six summer teachers, and an equal number of times to examine the six winter teachers. When only one presented himself, he was examined as critically as he would have been if he had appeared with the other five. So that all can see, that one fourth part of the number of hours actually spent in the examination of teachers ought to have answered the purpose. During the past year not less than ten days have been consumed by your committee in this department of labor. They would, in this connection, express their firm disapproval of that negligence which has led to this necessity. They would ask those to consider the fact just stated, who think that the duties of the school committee ought to be performed *almost* gratuitously. They would also entreat all, who may be district committee the ensuing year, or any future year, to reflect upon it till they feel ready to discharge their duties faithfully and seasonably. They would also make honorable exceptions where they may. Two of the prudential committee have endeavored to conform to the declared wishes of the superintending committee in respect to the examination of teachers.

FITCHBURG.

In former reports, committees have urged upon prudential committees, who hire the teachers, the importance of selecting good teachers, without regard to price. Those recommendations have been heeded, to some extent. Some excellent teachers have been induced to take schools, by the offer of higher wages than had formerly been paid, and we have seen the wisdom of the course of those who have employed such teachers, in the results produced; but prudential committee men have been imposed upon, in some instances. Teachers, who have before received quite as much pay as their services were worth, have claimed to have

their wages raised, because high wages have been paid to somebody else, and committee men, acting (we suppose) upon the principle that one man is as good as another, or that one man's time is worth as much as another's, have paid the price claimed, and more than has been earned.

GRAFTON.

Your committee think that the general interest of the schools would be promoted if the several prudential committees would take greater care in the selection of teachers. If the teachers have had previous experience, let the district committee be particular to inquire of those who can give the information, into their past success, especially their skill in communicating knowledge and their tact in governing. For no examination by the general school committee, however thorough, can develop their ability on these points. Let them too be *early* engaged and early presented for examination. Instances have occurred where a poorly qualified teacher has come from a distance at the eleventh hour, and notice has been circulated through the district that the school would commence the next day or the day after; the prudential committee knows not, at that late hour, where he can find another any better than the one he has. And your committee have been thus constrained to approve one who was but *barely* qualified. The examination in such a case, did not, on the one hand, bring to light any *very prominent* deficiencies, neither, on the other hand, did it give promise of a successful teacher or a profitable school. The results were what might have been expected, a second or third rate teacher, and a very ordinary school.

HARDWICK.

The examination of the second teacher was not satisfactory to the committee, who were divided upon the question of approbating him; however, after much discussion, a majority voted to give him a certificate. The committee did not act hastily nor without much careful deliberation in this matter, and the facts, that much of the best portion of the season had passed; that it was difficult to obtain good teachers at that time; that the whole district were anxiously waiting for a school; that if we rejected him no one better qualified could be obtained; that it was not teaching but governing that the school most needed; that he gave good evidence of his ability to *keep order* by his deportment and past success in other schools, induced the committee to approbate him. * *

We would urge upon districts more care in the selection of their agents; we would have men to act in that capacity, who will not sacrifice the best interests of the children to gratify personal animosities or preferences.

We also would remind *district agents* to look about in season for experienced teachers, and not, in order to avoid a little expense, wait for a young, and perhaps worthless, person, to happen along in quest of employment as an instructor.

HOLDEN.

There is improvement in efforts to procure qualified teachers. This has been peculiarly apparent during the past year: and there may and should be still greater improvement in this respect. When one accepts the office of district agent he should regard himself as assuming very great responsibility in regard to the interests of that district, and he should think of nothing short of subjecting himself to all the trouble and labor necessary to procure good teachers. After he has done all that is reasonable on his part he may fail. He will be very likely to fail if he does not do all he can. It is extremely bad policy to make the bargain with a teacher turn on a few shillings a month. To procure a cheap teacher merely because of the cheapness, without much regard to competency, should never be done. And we are happy to say, that not many agents are now in the habit of doing it.

HUBBARDSTON.

In meeting last fall for the examination of teachers, the school committee were obliged to have several meetings. * * Were all the teachers to assemble at one time for an examination, and all the prudential committees to be present also, (as they should,) both teachers and school committee would be likely to meet

together,—the former the better prepared for an examination, and the latter, with deeper feelings of the responsibility imposed upon them. In the presence of a dozen teachers, and a dozen prudential committee men, the school committee would not hesitate a moment to withhold a certificate when not fully deserved; and the unsuccessful candidate would not have an opportunity, or at least a successful opportunity, of complaining of partiality or injustice having been manifested towards him, because the witnesses against him would be too numerous.

LUNENBURG.

Prudential Committees.—The old custom of choosing these committees “by turns” seems to prevail, to some extent, among us at the present time. The duties of their office are looked upon, by many, as at the same time burdensome and unimportant. They are willing to give their votes for any one who will accept the trust; consequently the number of voters, who attend the meetings for the choice of these officers, is very limited. They choose their man. He may be suitable for the office and he may not. It is a matter of chance. We all acknowledge the value of a good education; that our Common Schools possess priceless advantages; yet, notwithstanding all this, put an article into any school-warrant to raise the inconsiderable sum of fifty dollars by taxation, and the schoolroom will be filled with eager voters. How can this be accounted for? The employment of teachers is a duty which has to do with the highest good of the whole district, for without good teachers we cannot have good schools, and without good schools we *shall not* have good society. This primary and most important duty devolves upon the prudential committees. They should make themselves acquainted with the candidates’ private character, of their fitness for particular schools in question, of their aptness to teach, and, so far as may be, of their literary attainments, if they be inexperienced; if not, they should satisfy themselves of their candidates’ success in other schools before they employ them.

Such, however, is not generally the case. On the contrary, the prudential committee select a teacher without such previous inquiry, trusting an examination of his qualifications wholly to the general committee. *Immediately previous to the commencement of the school* the candidates, *perhaps* all strangers, are presented for examination. They are examined, and, in all the literary attainments required by law, are found competent; they present also a certificate of good moral character. To ascertain their previous success as teachers, would take time,—time not at the disposal of the committee,—who are consequently required to judge of their aptness to teach, and of their knowledge of the government and general management of a school, from their general appearance in the short time allowed for conversation. A candidate thus examined may have very correct ideas of the *theory* of teaching, and still be extremely deficient in practice. This point can only be determined by actual inquiry of previous employers, or by examination of the school after commencement; consequently many teachers are employed who are but tolerably well qualified to govern a school, or who ultimately fail; and hence the grievous mistakes sometimes made by the superintending committees, in making up their estimate of the competency of a candidate for the duties he is about to assume.

SHREWSBURY.

The duty of selecting teachers does not belong to the school committee, but to another and distinct class of officers, namely, the prudential committees of the several districts. We are consequently entire strangers to many who come to be examined. We do not know their private personal character; their dispositions; their readiness to impart to others the knowledge they possess; their ability to arouse the dormant faculties of our youth; their tact in maintaining good order and enforcing salutary discipline; and, above all, perhaps their skill in gaining the affections of their pupils, and thus winning them to the ways of wisdom and virtue.

Under all these disadvantages, you will not think it strange, if some of our teachers have accomplished but little in the great work. If your committee grant a license to a teacher, who is ignorant of the fundamental branches of a Common School education, or to one of bad moral character, and known to be such, we

are to be held responsible. It is in our power, no doubt, to inquire of the candidate what his theory is as to the mode of governing a school and communicating knowledge, but we have found out that a teacher may have a good theory, but be very unsuccessful in carrying out his theory into practice. It is on these accounts very important that the districts make a wise selection of their prudential committees, as to them is committed the important trust of employing teachers.

SOUTHBRIDGE.

Were the prudential committee of the several districts extremely cautious in their selections of teachers, securing those who have already acquired a good reputation as *managers* of schools, as well as teachers of schools, they would be conferring a great blessing upon their patrons. It is impossible to tell whether an individual, intellectually qualified, will be able to inspire the esteem requisite, or to impart instruction with tact. All we know is determined from the mere question and answer; but if it is known beforehand that he has succeeded in teaching, a great point has been gained.

SPENCER.

It is to be apprehended that prudential committees are not always aware of the responsibility resting upon them. They may suppose that, if they find a person who will pass an examination before the superintending committee, it is all that can reasonably be expected of them. But many persons will pass a good examination in all requisite branches, and yet be wholly unfit for a teacher. They may be too young and inexperienced, too ignorant of human nature, to be entrusted with the important work of teaching children and youth. The teacher should not, therefore, be selected without the utmost caution and inquiry respecting his qualifications. Prudential committees should not wait for teachers to come to *them*, but should go out and search for the right sort of a person.

WESTMINSTER.

We would also urge upon the prudential committees of the several districts the necessity of having the individuals, with whom they have contracted to take charge of the schools in their respective districts, present at the time and place appointed by the committee for the examination of teachers, of which due notice will be given. Your committee feel that this is a reasonable request, and that they shall be justified in insisting upon a compliance on the part of the district committees. Last summer, notice was given out, as usual, of the time and place of the meeting of the committee for the purpose of examining teachers. At the appointed hour the committee repaired to the place designated, when lo, and behold! *one individual (!)* presented herself for examination. The committee adjourned one week, and, by making *special effort*, they succeeded in getting together five teachers (!!!) (a little more than a third part of the number employed,) at their next meeting.

Now it must be evident to every individual, that this is subjecting the committee to great inconvenience, when it is borne in mind that they have never required any compensation for this part of their services. Besides, it is frequently the case that individuals apply to be examined, when it is not possible for more than one or two of the committee to attend to it, and that, too, sometimes on the very day the school is to commence. And then if the applicant is rejected, or if he is approbated, and then from *any cause* he fails to give satisfaction, the indignation of an outraged district, as it would seem, all centres upon the defenceless heads of that portion of the committee on whom devolved the onerous duty of the examination.

HAMPSHIRE COUNTY.

BELCHERTOWN.

We would also suggest to prudential committees the propriety of seeing that the teachers they employ are present at the time appointed for examinations. They would thus save the examining committee much trouble and the town much expense. Notwithstanding particular notice was given of the times when we would meet for that purpose, and we endeavored to select times most convenient for teachers, we were obliged to examine seven different times in the summer, and nine times for the winter. This last does not include the examination of the succeeding teachers in districts Nos. 1 and 16. Indeed, we believe in no instance have we examined more than two teachers at the same time.

GRANBY.

We do not affirm, nor believe, that many, answering the description of either of the above classes, have had an introduction into our schools as teachers the past year, but we *do believe*, that some have been quite too deficient, in some of the most essential qualifications, to assume duties and responsibilities so important. * * Why then, it may be asked, do the committee approbate such teachers? We answer, because better ones are not, and perhaps cannot, be obtained, in sufficient numbers to supply the demand. What, then, is the remedy? Perhaps there is no effectual remedy in all cases; but we would say, secure the very best teachers that can be found, without an undue regard to the expense.

HADLEY.

If these remarks be true, it is obvious that the office of prudential committee is very important and responsible. They cannot be too careful in the selection of the persons who are to give shape to the character of the coming generations. A single hint to these committees cannot be out of place. When a teacher has been tried in our own schools and shown himself efficient and thorough by actual proof, let him be employed again.

NORTHAMPTON.

It is the opinion of your committee that the appointment of all teachers should rest, not with the prudential committees, but with the central board; and yet the prudential committees should confer with the general committee and be present at the examination of teachers. The schools can have no unity of plan whilst each district selects a teacher for itself. They recommend, then, that the course which has been pursued during the past year should be sustained.

SOUTH HADLEY.

Again, we are constrained, though it be but the repetition of a former suggestion, to urge the importance of coöperation, on the part of the prudential committees, with the general committee. The desirableness of such coöperation has not been hitherto sufficiently considered. The prudential committees should not only be particularly cautious in their selections of candidates for the office of teachers, but also careful, uniformly, to secure their *seasonable examination* by the general committee. If the examination is delayed till after the school is commenced, or till the last hour previous to the time of its commencement; it places both the candidate and the examining committee in a position of mutual embarrassment, and sometimes of great delicacy. Manifestly it is due, both to the candidate and the committee, that this business should be attended to at a time and under circumstances which admit of being thorough without embarrassment.

WARE.

In closing this part of our subject, permit us to recommend to the prudential committee to secure the services, if possible, of those teachers that have taught their schools, especially if they are efficient teachers. Such are worth at least one third more to a school than a stranger with equal abilities and tact in teaching; for they are already acquainted with the dispositions, habits, and attainments of the scholars,—a knowledge requiring one half of the term to acquire.

WESTHAMPTON.

More than an usual number of those employed were beginners,—it was their first attempt. This we could have wished had been otherwise,—not that they were not quite successful, and, in most cases, exceeded our expectations. But experience is valuable to any one, and to none more than to those engaged in the important and responsible office of instructing the young. We will venture to say, that if either of these teachers should again take the same school, though now they have done well, yet, with their present experience, they would do better. And this leads us to refer to another thing which we think, and have long thought, is injurious to the best prosperity of our schools, we refer to the frequent change of teachers. Every year there must be a new prudential committee, (the necessity of which we have never seen,) and then there must be a new teacher; whereas it very often happens, that the teacher employed a preceding term, should by all means be preferred to a new one.

WILLIAMSBURG.

Considering all the qualifications requisite for a good teacher,—the learning, skill, perseverance, firmness, discretion, facility of imparting knowledge,—and that his selection has to be made from a few, and such as can be easily found, and from those who do not expect to make teaching a permanent business, but casually engage in it for some slight pecuniary consideration, is it surprising that any should prove deficient in one or more qualifications?

HAMPDEN COUNTY.

BLANDFORD.

It is hoped that prudential committees will, in future, be more particular to present their teachers for examination at the regular sessions of the committee, and thus save the town expense and your committee much inconvenience.

CHESTER.

Again we wish to address a word of advice to those who, in a few days, may become prudential committee of the different districts.

Gentlemen,—If you wish to have a good school, take all possible pains to select the best teachers. Let no relationship, or wealth, or any other consideration but that of merit as school teacher, be a recommendation. Because you can hire a teacher cheap should be no consideration whatever; and, when it is possible, we advise that you consult the town's committee in relation to a teacher, for many teachers are known to the committee; and it often happens that teachers get wonderfully misplaced, when a little advice from the town's committee would, with good feeling on the part of the district, be easily regulated. If it were not adding to the labors of the committee, we would recommend the contracting with teachers to be done wholly with the town committee. Let the teachers all be engaged before the first meeting of the board. This would save nearly one third of the expense of the committee, and would promote a general understanding and better feelings between districts and town committee.

CHICOPEE.

The teachers in our schools have, in the main, prosecuted their work during the last year with as much diligence and success as usual. No school has been broken up, and in no instance has there a difficulty arisen that required the interference of the committee. And yet we cannot in justice refrain from expressing our conviction, that, on the part of some, there was a lack of that spirit and energy of character, and that "aptness to teach," which at once inspires the pupils with love and reverence for their teacher, and a relish for the acquisition of knowledge. And we would here enjoin it upon prudential committees to use the greatest care in the selection of candidates for the office, and where experienced and successful teachers can be obtained, although their demands are and ought to be higher than others, yet their services should in all cases be secured. If the means are limited, we should never hesitate to choose between a short, good school, and a long and poor one.

GRANVILLE.

There is a responsibility resting upon those whose business it is to employ teachers. A pecuniary consideration only is not the extent of their duty, but the highest good of the district in which they act, and the best possible means of benefiting the school over which he holds a supervision, are considerations of moment. It is too often the case that teachers are employed simply because the compensation demanded is small, when, in fact, their want of judgment and experience results in little else than a total loss of the small pittance required, and a multitude of evils consequent upon a misgoverned school. Should more regard be paid to the kind of persons employed, less difficulty would arise in schools and districts.

LUDLOW.

Now we would suggest to the various prudential committees, who may act as such for the year to come, to procure, so far as possible, teachers who may be known to be well qualified to teach, instead of hiring those we know but little about.

WILBRAHAM.

Much depends upon the prudential committee. He occupies a most important and responsible station. He is in fact the most important agent in the whole department of Common Schools. He hires the teacher, and, if he is legally qualified, the examining committee must give him a license; and, after all, he may be no more fit for a teacher than a common blacksmith would be to make a watch.

FRANKLIN COUNTY.

ASHFIELD.

The committee, whose duty has been to superintend the Public Schools in this town during the past year, have endeavored to fulfil the requirements of the law. They met at an early period, and organized by choosing a chairman and clerk, who has kept a record of their doings. They have appointed and given public notice thereof of the times and places for the examination of teachers, but they have never met and examined more than three at any one time. They have been under the necessity of meeting no less than thirteen times for the examination of twenty-seven different teachers who have been employed in our schools. They do not hesitate to say that, in their opinion, three or four times in a year were a sufficient number for the committee to meet for the examination of all the teachers employed during the seasons in which our schools are kept. And there must have been a culpable neglect, either on the part of the prudential committees, by their not giving due notice to the teachers whom they have engaged, of the time

appointed for their examination, or of the teachers, by their not presenting themselves when such notice has been given. It is believed that the blame rests in part with both, and it is earnestly recommended that pains be hereafter taken to see that the teachers, whose services have been secured, present themselves at the regular time appointed for their examination, and thereby save the superintending committee much trouble, and the town some expense.

BUCKLAND.

First, then, never choose a prudential committee *merely* because successively, it is his turn to be chosen. Prudential committees have much to do with the prosperity of our schools. One who is chosen as such will exert himself to obtain a good teacher correspondingly to the interest he feels in Common School education. Now you are well aware that there are many who apparently have no particular prejudice in favor of public instruction, nor are they perhaps opposed. In other words, they have but little to say about it, and would wish to have as little to do with it.

You cannot fail to see, that, where the destiny of a school is in the hands of such an individual, its future prosperity is extremely doubtful. It is entirely a case of chance. He will probably engage the first who offers to teach for a certain remuneration, without inquiry as to previous success, literary qualifications, or of ability to govern. It may be said by some that the corrective is placed in the hand of the superintending committee; that if the prudential committee fails of obtaining a good teacher, the candidate can be rejected and he obliged to furnish another. But we will for a moment suppose a case.

A teacher is engaged, a stranger entirely to the examining committee. She appears at the examination, produces her certificate of moral character, and gives satisfactory answers to the various questions proposed. She of course receives the approbation of the committee and enters upon the duties of the school; but she fails, entirely fails, in point of discipline. The school is given up, and a long succession of troubles ensue, in which the whole of the district participate by arranging themselves into parties, pro and con, the evils of which may continue for years.

Now we ask, where is the blame? Perhaps, in some cases, we can attach blame to none; but if the teacher has ever before undertaken with but poor success, we cannot but attribute it generally to the prudential committee.

We have seen persons who never taught a good school, and as often fail entirely as otherwise, on application, easily obtain another.

COLERAINE.

We have often and earnestly requested that teachers be seasonably engaged, and that the prudential committees see that they are present on the stated and well known days of public examination. The negligence, in this respect, is a source of much trouble to us and of some unnecessary cost to the town. These, and many like things, we have often spread out before you, and we have chosen, in *this* place, to reiterate them, and refresh your memories, rather than to call your attention to new topics.

DEERFIELD.

We would urge upon the districts that they exercise a careful discrimination in the selection of prudential committees; that they choose only those who can be relied on to take a personal interest in the school. And we would urge such as are chosen to accept the office cheerfully. Its duties must be performed by some one. Do not suffer it to be thrown into the hands of incompetent or indifferent persons.

GILL.

Your committee would invite attention to one more subject, i. e. the selecting of teachers. This duty devolves upon the district agents, and it requires much discretion and sound judgment, on their part, to discharge this duty aright. Every agent should endeavor to secure the best teacher. He should have a single aim in view,—the securing a good school. In accomplishing this object he will have reference to “unblemished moral character, literary capacity, aptness to

teach, including government ;" and he will seek for a combination of these qualities in those he offers for the approbation of your committee. There should be a steady aim for a high standard of education.

HAWLEY.

The friends of Common Schools can do much towards advancing the cause, by giving their countenance and support to such teachers, and such only, as are well fitted for the great work of moulding and training the minds of the young in the way they should go. We would especially urge upon those, whose business it is to hire teachers, the importance of this subject. The wants of our schools demand well-disciplined, thorough, discreet, and working teachers; they should have a thorough knowledge of the sciences which they are to teach, an aptness to communicate, an inventive genius, and a large share of common sense. It is always unsafe to employ strangers, unless you have the most satisfactory evidence, from reliable sources, that they possess these qualities. All experience testifies that an ignorant or unfaithful teacher is worse than none. Let the restraints of good discipline be withdrawn, or habits of idleness or disobedience be tolerated for a single term, and you have work enough for two terms of faithful and well-applied labor to repair the breach.

LEVERETT.

Great care should be taken in the selection of teachers. The committee feel obligated to approbate such teachers as bring the required certificates, and give evidence of sufficient knowledge of the branches required to be taught. Those teachers who have been educated in our State, and are acquainted with our books, are to be preferred, and, for our large and difficult schools, teachers of known experience and discretion are especially to be sought.

MONTAGUE.

If the prudential committees would hire their teachers usually at an earlier day, make more strict inquiries about them, refuse all applicants except such as appear (at least) every way fitted for the work, and then give them such wages that the teachers shall feel called upon to exert themselves to the utmost, we think that our schools would greatly improve. There is many a candidate for teacher, able to pass a fair examination, whom the superintending committee would not themselves hire, to whom, however, they do not feel at liberty to refuse a certificate, because they do not know certainly but the candidate will do well, and they do know that to refuse him a certificate will greatly mortify and perhaps permanently injure him.

NEW SALEM.

They would recommend to the several districts to be judicious in the choice of prudential committees, selecting such only as feel a deep interest in the success and prosperity of the schools, and will faithfully discharge their duty.

They would recommend to the prudential committees to make all due inquiry for teachers of high moral and literary qualifications, and, as far as practicable, of experience, and to carry them personally before the examining committee, and to attend the examination, that they may personally know the qualification of those they have employed.

NORTHFIELD.

And here we would suggest, that it might be for the interest of our schools should all the teachers be employed by the school committee, the prudential committees attending to all the other duties that pertain to their office, from the consideration that the school committee would be so much more likely to understand all the peculiarities of the different schools, and the qualifications of the different teachers whom they have examined, and whose schools they have visited. Perhaps our successors would not thank us for making such a suggestion, for we are persuaded that no school committee would covet this extra service and responsibility. If this plan is not adopted, we think it would be greatly to the advantage of our schools should there be more general consultation between the prudential

committees and the school committee, relative to the best teachers for the different schools, before any steps are taken towards procuring teachers.

SHUTESBURY.

Care should be taken that the money raised be well expended. To expend it in the best manner is no less difficult than it is important. Various and uncontrollable circumstances combine to render it almost if not quite impossible. And yet, with proper care on the part of all concerned, the evil may, in a good degree, be remedied. A good deal depends upon those who hire teachers. It is in their power to get such teachers as are known to be good. Our schools, the past year, have suffered from the employment of young teachers, and teachers of whom nothing was previously known. We do not object to employing teachers who have not previously taught. Every one must have a beginning. But some are employed that are evidently quite too young to teach. Those who hire teachers should be careful to engage such as are of suitable age, known to be qualified both in regard to literary attainments and in the possession of that energy that will secure order, and infuse into scholars that life and animation which are essential to the progress of a school. But every one, if employed as an agent, will not take this care. If the districts then desire good schools, it should be their study and aim to select such agents as feel a deep interest in the schools, and who are willing to sacrifice a little time in order to procure suitable teachers. It is better to procure a good teacher, though it be done at the expense of greater wages. The profit of a school does not depend upon its length, but upon the manner in which children are made to employ their time while at school. Some teachers will make scholars progress more in one month than other teachers in two months. You had then better pay the one twice the wages.

BERKSHIRE COUNTY.

ALFORD.

We are sensible that every person, possessing a good education, is by no means qualified for the teacher's calling. He may be well versed in the several branches of education which are taught in our schools; he may be fully competent, so far as book knowledge is concerned; yet if he is destitute of that age and experience which alone give strength and maturity to the judgment, he is manifestly incompetent to discharge the various and complicated duties devolving upon a teacher of youth. There is a certain dignity which must be maintained by every teacher, and which can hardly be expected from persons "not sixteen," in order to ensure success in his calling. Your committee have been conversant with two cases which exemplify the truth of this statement. In each of these instances, however, the teacher was allowed to commence her school before receiving a certificate from the committee. Under these circumstances we were induced to confer that approbation which, under others, might have been withheld. The results were quite as favorable as could reasonably have been expected. But we hope that our prudential committees will hereafter exercise due discretion with regard to this matter while selecting our teachers.

BECKET.

As much depends upon the employment of none but the most competent teachers, and as the examining committee can do but little more than to test the *literary* competency of the same, it stands the prudential committees in hand to employ such only, provided they can be found, as have already established a character for teaching. It is of great importance that, in every instance, the teacher should

submit to a rigid examination before commencing school. It is far more unpleasant and difficult for a committee to refuse a certificate *after* than before a teacher commences. They would also recommend that the different districts take special pains to continue to employ the same teacher, when they obtain one that suits them, rather than exchange for another.

DALTON.

Your committee feel that greater care should be exercised in the selection of teachers; that none be employed except those of known and high excellence, such as are not only qualified to instruct, but adapted to the work, "apt to teach." When a teacher of this stamp has been obtained, it is very desirable that he should be continued longer than one term.

FLORIDA.

Most of your prudential committees think that they must hire the cheapest teachers that they can find, to save the public money to lengthen out the school, which is a great error. A cheap poor school had better be short than long.

GREAT BARRINGTON.

For the past three years, two at least of your committee have been elected to the board, notwithstanding the reiterated assurance that their occupation and engagements would almost entirely preclude them from making the four annual visits which conformity to the law, and, what is of far greater importance, their obligations of duty, would require at their hands. The clergymen who have made up the board have either peremptorily declined to act, or have been obliged to excuse themselves, to some degree, from the visitation of the districts assigned them by the board. The result has been, that, although we have been fortunate in our teachers, and the schools have generally prospered, still they have not been visited as they should have been, and teachers have had too much reason to complain, that the committee do not take a sufficient degree of interest in their labors and the improvement of the schools under their charge. Combined with this, we have the fact, deplorable as it is, that district organizations have become almost obsolete and unknown. Our Common School system, so thoroughly interwoven into the policy and legislation of the Commonwealth, and identical, as it is, with our prosperity and our fame, requires a supervision unceasing and untiring. In theory, it is beautiful and simple; practically, its obligations are extensive, not to say onerous, and its details various and complicated. Let not parents or districts demand too much of the school committee while they are wofully remiss in the plain obligations of duty connected with the schools and their children who are sent thither. Let the calculation be made seriously, and it will be found, no doubt to the astonishment of all who have not dreamed of the conclusion, that, with a board of five committee and seventeen prudential committee, and eighteen schools, each to be visited four times during the year, four hundred and thirty-two days' labor would be required to go the rounds, to say nothing of the additional days necessary for the examination of teachers, preparation and aggregation of the register, with their complicated and often greatly inaccurate numbers, and the making reports to the office of the secretary of state, being virtually an abstract and proof of all the entries of the year. Our citizens do not recognize or appreciate the time, and labor, and expense, incident to an efficient management of our school system, and we have too much reason to fear, and we will venture to make the suggestion, that, if the visiting school committee *should* conform strictly to the law in the examination and visitation of the schools, and ask the town to pay them for their time, at the legal rate of one dollar per day, which, including horse-hire, is certainly not exorbitant, that town meeting would start back with horror and amazement at the aggregate bill of the school committee of necessarily over \$400 for services. That this is no exaggeration, a moment's thought will suffice to demonstrate. This evil will be only remedied by an efficient and formal organization of each district, and the selection of some one member of the examining committee who shall visit all the schools in town for the year, and leave to the rest of the members of the board the examination of teachers, preparation of the registers, &c., &c.

LANESBOROUGH.

Teachers have been duly examined whenever they have presented themselves for that purpose, and the usual certificates given to those who were deemed entitled to them. The meeting of the committee for this purpose, at stated times and places, has been found, after repeated trials, utterly useless. The schools not commencing simultaneously, and teachers generally coming from abroad, render a general examination impossible. And as the candidate more frequently than otherwise presents himself for approbation on the very morning of the day in which his school begins, the responsibility of acceptance or rejection has generally devolved upon individual members of the committee. Cases continue to occur in which teachers commence their schools without the knowledge of the committee, and, after a short time, demand an examination.

LEE.

The winter school was taught by Mr. R. A. B., who did not apply for a certificate and was not examined till he had been in the school nearly four weeks. The fault was the agent's. No teacher has any right to open school without a certificate. Your committee, having heard that Mr. B. had commenced his school, visited it within the first two weeks of its progress, and at that time suspected deficiency in the teacher, and warned him of his error in commencing without examination, and told him that his wages could only be drawn from the date of his certificate, and that he might apply to us at any time for the necessary examination. More than a week subsequent to that time he appeared on application, and was found deficient in scholarship, particularly in geography. Having been in the school nearly four weeks, we thought that to dismiss him might break up the school for the winter, and proposed to him that he should continue in the school two weeks longer, and employ his leisure time in reviewing his studies, and if then, on renewing his examination, we should find him qualified to teach that particular school for that part of the winter term which yet remained, we would so certify. He, having reviewed the branches in which he was deficient, and giving evidence of improvement, received at the appointed time the promised certificate.

He closed his school at an earlier day than usual and without giving notice to the committee, so that it was not visited during the last two weeks of its existence. But the committee have reason to fear that it was not such a school as the inhabitants of that district have a right to expect.

SANDISFIELD.

Too much care cannot be taken about securing well-qualified teachers. The responsibility of selecting these devolves on the prudential committees. The power of the general committee over the matter is chiefly a veto power,—a power odious in its exercise in every grade of office, from the president of the United States down to the Sandisfield school committee. Many apply for certificates who ought not to be teachers; yet the committee, though never so well convinced of this fact, have no power to refuse them a certificate if they pass the requisite examination. The only remedy then is, after they have commenced their schools, and their manifest incompetency appears, to dismiss them,—a remedy, in most cases, fraught with more mischief than the evil it is designed to cure, and which few committees would be willing to resort to except where the evil is insufferable. The true remedy is, for the prudential committees to take care and select well qualified teachers. The inquiry should be, not who is cheapest but who is best. In some districts probably an increase of pay would be required, and, beyond a doubt, the districts would be gainers by it. A good school three months is better than a poor one six.

SAVOY.

In performing the duties of examining and giving license to teachers, we have done that which we thought best for the time being, though we did not always please ourselves. To examine teachers who do not sustain themselves as well as we could wish, is one of the most perplexing duties which we have to perform.

SHEFFIELD.

The efforts of teachers of the summer schools were attended with a varied success. And, from observation, your committee are not without the apprehension, that many young persons engage themselves as teachers with an eye single to the emoluments of the occupation, regarding less the interest of the school than its interest to them. With the business qualifications of a teacher, the town committee cannot always acquaint themselves, and therefore cannot be held responsible for them. It therefore behoves the several prudential committees to secure persons qualified in this particular, and leave to the town committee the literary qualifications only.

TYRINGHAM.

The committee should be decided and thorough in the examination of teachers. The plea is often made, as an excuse for their ignorance, that such a school is very backward. If this be the case, there is more need of a thorough and efficient teacher. Great care should be observed by the prudential committee in the selection of teachers. He should have no regard for Mr. Applyfirst or Miss Relationship. He should, if he is not satisfied with their attainments, engage a competent one, that is willing to devote his or her strength to the best interest of their pupils.

WASHINGTON.

We would recommend to the prudential committee that they employ no one to teach unless they have confidence in his abilities to teach and govern a school. Trust not too much in your examining committee, for you may be losers by it; for many times they feel to place confidence in the judgment of the other committee, and perhaps make some allowance for the teacher on account of diffidence, and consent that the candidate make a trial, and then he does not succeed according to their wishes, but knowing it will be injurious to break up the school and bad to have it continue, and are therefore obliged to choose between two evils.

WINDSOR.

The examining committee recommend to the prudential committee, of various districts, to put themselves to some trouble, if it can be called a trouble, to obtain as efficient teachers as possible, and not take up with the first man that presents himself.

NORFOLK COUNTY.

BELLINGHAM.

In the selection of teachers, prudential committees should exercise much care and caution. It should not be a matter of convenience or of low wages. Special regard should be had to *character and manners*. If possible, teachers should be engaged and presented to the general committee at an early period for examination. They may thus have an opportunity of selecting good teachers, and should their candidates fail to sustain an examination they will have time to make a second selection.

COHASSET.

It is made, by law, the duty of the general or superintending committee to visit each school in town on some day during the two weeks preceding its close. Now it is evident this cannot be done unless notice is given by some one *when* the school is to close. Who shall it be? Most certainly he who employs the teacher, and who alone understands the financial condition of the district. * * It is not sufficient that this notice be given, as is often the case, a few days before the

close of a school; for that would evidently intrench upon the privilege of the visiting committee, who have the option of visiting any day during the last two weeks. The notice should be given, at least, during the third week preceding the school's close, to satisfy fully the legal requirement.

The committee do not impute to any one wilful neglect in this matter, but believe it has arisen more from ignorance of the law than from any other cause. And yet it is a very important duty, and it is to be hoped more attention will be given to it hereafter. The first intimation which the superintending committee had of the close of one of the schools last summer, was the teacher's calling upon the chairman with an order for her wages. The school had had no examination. The teacher had labored the whole season, and had lost the satisfaction of knowing that her labors were appreciated, and, it may be, had her future prospects injuriously affected by the unfortunate circumstance of no notice being given of the time her school was to close. We could mention other instances of a like nature, but we think "a word to the wise is sufficient."

FOXBOROUGH.

It is earnestly recommended to the local agents, to employ the best teachers which their means will permit, and not adopt the penny-wise policy of seeking the cheap kind. And when the teacher, qualified by his intellectual, moral, and literary accomplishments for his noble work, is found, let him be received as an honored friend, and his services retained as long as possible. Such a teacher, once acquainted with his school, and to whom, as a sure consequence, his pupils are strongly attached, will do more for their improvement in ten weeks, than a new one of equal talents could do in twelve, or than an ordinary one would do in twenty. Frequent change of teachers is therefore much to be deprecated.

QUINCY.

To improve the condition of our schools, the committee would further recommend *a change in our present school system.*

By a statute of this Commonwealth it is provided that the school committees shall select and contract with the teachers for the town and district schools, unless the town shall otherwise determine. The committee are unanimously of opinion, that this power of selecting and contracting with the teachers of all the schools should be invested in the school committee, believing it would be more efficient, harmonious, and beneficial than by the present system. The old practice of selecting and contracting with the teachers by prudential committees, has been abolished for some years past in the adjoining towns of Dorchester, Milton, and some others in the State, with the most satisfactory results. School government, to be efficient and salutary, must be decisive and direct. The duty of contracting with the teachers, and adjudicating as to moral character and fitness, should devolve on one committee only. The chances would be decidedly in favor of securing the services of better teachers, and on more advantageous terms, by a school committee of five or seven chosen by the town at large, who, as a natural inference, are supposed to be more disinterested, in a local point of view, than by the nominating system of the prudential committees of the several school districts, who, we believe, too often select from favoritism rather than a regard to fitness.

SHARON.

Our schools, during the past year, have not been all that could be wished. The question *now* comes up,—“How can they be made better?” To this end we would, in the *first* place, urge every district to be particular in the choice of an agent. This we consider a most important trust, and it should never be committed to a person merely because he has never served in the capacity before. In selecting an overseer for your factory, a clerk for your store, or an individual to lead the business of your farm, you have a regard to his fitness, and select the one you consider best calculated for the sphere in which you wish him to move and act. But how much more important is the selection of an agent for one of our Public Schools! *He* is not to attend to growing corn, rye, and oats, nor to oversee looms and spindles, but hearts and minds that are to feel and think, to bless or curse society, according to the direction that is now given them. He should not, there-

fore, be a person who seldom looks beyond the narrow circle of individual selfishness, reckoning every thing in dollars and cents, and will employ the first applicant that comes along, rather than subject himself to a little inconvenience. But, on the other hand, the agent, in every district, should be one who feels a deep interest in the cause of education; who knows what a school should be, and will use his best endeavors to secure the services of a teacher who will make it such, so far as this lies in the power of a teacher; who will not be so chary of his time and money, as of the moral and intellectual well-being of the young; who, before employing a teacher, will endeavor to learn his moral qualifications in particular,—his success in teaching,—if he has ever taught,—his *aptness* to teach, and many other things which it is impossible for the superintending committee, in their situation, to ascertain. And thus failures would be prevented, and the standard of education greatly elevated.

Besides, our schools can never be made in the highest degree useful, while a change of teachers is so frequent. During the last school year, only two of the teachers, out of the eleven employed in town, had ever taught the same school before.

BRISTOL COUNTY.

ATTLEBOROUGH.

From past experience, the committee are prepared to say, that without some better arrangement than exists at present, their services can be of little value, except to guard our school doors against the intrusion of immoral and unqualified teachers.

The most which has been, or can be secured by the committee, according to the present arrangement, is simply that of prevention, rather than any positive efficiency, exerted upon the schools, and this must remain until the power of a selection of teachers, as fitted for particular schools, and also of the terms of the several schools, shall be confided more fully to them.

DIGHTON.

Our town of late has been liberal in its provisions of money for the support of schools. But after doing some things well, it seems to be forgotten that others are equally essential. When the money is provided the work is but just begun. We contend that it should be properly expended so that its intended benefits may be full realized. To this end we earnestly call the attention of all parents to the importance of selecting competent and faithful teachers. Let your prudential committees be such men as will strive to obtain good teachers, even at the expense of a little extra trouble.

FAIRHAVEN.

Your committee have no faith whatever that any apportionment, with such design, [of having all the schools of equal length,] can be made, so as to be satisfactory to all concerned, so long as the town puts the duty of contracting with the teachers upon the prudential committee men. Economy in the use of money, to say nothing of other considerations, requires that the duty of making these contracts should remain where the statutes originally placed it, in the hands of the town committee. The amount of money raised last April for the schools would have been amply sufficient to carry each school through ten months of the year, if it could have been used under their sole direction.

FALL RIVER.

We have already remarked that, in the selection and examination of teachers, that mode should be adopted which is best calculated to secure the most efficient

which the compensation will command. Liberal salaries are paid to all the teachers in town,—salaries that will command the services of those justly entitled to a high rank in their profession. The practice heretofore has been to intrust the choice of candidates to the prudential committees. They have also determined the salary, and approved the bill by which the money was drawn from the treasury.

To this plan there are many objections, some of which we will mention.

The prudential committees generally do not visit our schools and acquaint themselves with the actual merits of those they employ.

In a large majority of the districts no means are provided to pay for an advertisement, or any other expense for procuring a teacher.

Teachers always apply to the general school committee for leave of temporary absence from duty, and to the prudential committee for an approval of their bill. Thus, a bill might be presented for more service than had been rendered, and it would not be detected.

Certain regulations should be adopted for the benefit of our schools, and the protection of the district's property, which cannot be done while the schools are but partially under the control of either committee. Many additional points might be urged why a change should be made in our mode of selecting teachers; but we will not dwell longer upon it, believing that a majority of our citizens, when they have examined the subject, will allow, that the Board of Education of the State, the committee on education in the Legislature, and the legislators themselves, acted wisely when they recommended and passed the law making it the duty of the school committee to select and contract with the teachers, and that it is unwise for this town to avail itself of the exception which may be made to the law. We therefore recommend that the general school committee be allowed to employ all the teachers required for this town for the next school year.

FREETOWN.

In the selection of teachers, prudential committees should be willing to be at some trouble to procure those who are well qualified; not those who have sufficient literary acquirements only,—but such as have proved that they possess ability to govern and impart instruction. More wages will have to be given to such in some cases, but it is better to have a short school under a competent instructor, than a prolonged one with a teacher without ability. Your committee can judge of the literary attainments of the applicant, but if he or she be a stranger they can form no just estimate of their ability to govern or convey instruction; hence it frequently happens that teachers fail who passed creditably before the committee. A frequent change of teachers is not desirable.

MANSFIELD.

A prevailing deficiency complained of in the schools has been a lack of order and government. It will be remembered that no rigidity of examination of a teacher beforehand can ascertain his capacity for government. This must be learned by actual experiment alone. And it is the opinion of your committee that the district agents may do much to secure teachers able to govern as well as instruct a school, by inquiring particularly about their success in former schools. It is poor economy to hire a teacher who has never tried his skill in the management of a school, because his wages are one or two dollars less per month, in preference to another whose reputation is established as an efficient, successful instructor of youth. There are good teachers existing, and, without doubt, they can be procured, if careful inquiries be made in season.

RAYNHAM.

We would recommend to the town to authorize prudential committees to contract with teachers, and to authorize the several districts to choose their own prudential committee. That committee is one of so much importance that it should always be chosen by ballot.

REHOBOTH.

We notified and held stated meetings for the examination of teachers before the commencement of the summer and winter schools, and most of the teachers appeared and were examined at those meetings, which regulation was more readily

complied with than ever before in our town. A school committee has been considered by many as a necessary evil, and they would not choose to have any unless obliged by law, and any efforts of the committee to improve the condition of the schools have not been favorably received or complied with; they say it is not any body's business whom we employ for teachers, or what books our children read in at school; it is our right to determine that, and any interference of the school committee, or any body else, is an encroachment upon our rights and privileges. * *

The school in district No. —, was taught by a young man of our town who had not enjoyed any privileges for an education besides what our town schools afford. We were satisfied that he was a person of good moral character, and no doubt he has improved his privileges for learning to the best advantage, and probably would make a good teacher if he would get qualified for the business. We advised him to go to a good school awhile before he undertook to teach. We put him off at the first examination; he came at a subsequent meeting for a further examination, and it was represented to us that the district wished to employ him, and intended to employ him, whether they could get the town's money or not; they meant to take that way to help and encourage him to get learning. We admitted their object to be laudable and benevolent, but thought they had better help him some other way. He kept the school, we suppose, to the entire satisfaction of those who employed him. * *

The amount expended for the support of our schools the past year, including the board contributed, was about \$1,464, and if we add to the same the value of the time of the scholars, their board and other expenses, for which you may make your own calculations, it will amount to a large sum; and, we may inquire, do the children and youth of our town receive the greatest possible amount of benefit from so great an outlay in their favor? and we think we shall all agree to answer, no; not half the benefit they might receive. You may ask, what is the reason? Permit us to state some of the most obvious reasons. We do not always get the most competent and faithful teachers; you say it is difficult to find them, and they ask so much that we cannot afford to hire them. We are not the advocates for extravagant prices for any thing; but we think well qualified teachers may be obtained for a fair compensation, who will render services equivalent to the demand. No one can afford to be at the expense to qualify himself or herself for a teacher without a fair remuneration for their services; and we believe many persons, of fine talents and good education, who are or might become first-rate teachers, will not offer their services because they do not choose to come in competition with the host of pedagogues who stroll the country in quest of plunder. Let the prudential committee men be on the alert, and try to secure the services of good and faithful teachers, and not wait till the last minute, or till some one comes along to offer his services, and then employ the first one who applies because it will save trouble. Let all the teachers be engaged before the first meeting of the committee for examination, and it will save them much trouble and expense. Agents often say they have nothing to do with the character or qualifications of applicants; there is a committee chosen for that purpose; we will be at as little trouble as possible. * *

If all of us were disposed to do as we would be done by, we think it would be better to abolish all the districts, and for the town to manage the schools in its corporate capacity, and endeavor to treat all the children within its limits as a good parent would try to treat his children.

SEEKONK.

There is much depending upon the prudential committee. Supposing the prudential committee neglect procuring a teacher until nearly time for school to commence, is it probable that he will obtain the best teacher? Or, suppose he spends no time to procure a teacher, but waits for some one to make application, is it presumed that he has performed his duty well? We think not. As a general thing, no *good* laborer need travel long to find employment. But, if we have a call from a stranger, who pleads hard for labor, we at once come to the conclusion, that his labor will be of but little value. Then let us *all* remember, that if we are appointed to procure a teacher, it is our duty to be on the alert, and try to procure that teacher whose labor will be crowned with success.

SWANZEY.

Your committee would advise the prudential committee to select and present, for examination, their teachers at as early a period as possible. Be sure to have your teachers approved a month before the school commences. It will prevent great evil. * *

We would earnestly invoke parents to aid and sustain our teachers in that healthful moral training sanctioned by the laws of the State. We invoke prudential committees to exercise their utmost care in selecting suitable candidates in reference to this point. No qualifications for teaching are so essential as moral excellence in the individual, and an interest in the moral culture of the young.

TAUNTON.

The most important office in every district is that of prudential committee, which, if accepted, should be executed in the employment only of teachers of undoubted qualifications in all respects. * *

The grand secret of success in any school lies with the teacher. He is to the school what the heart is to the body, sending his animating pulsations through every class and every pupil. His presence, word, or look, restrains the wayward, arouses the indolent to activity, and directs the studious. He is the mainspring that keeps every wheel in constant, regular, and successful motion.

By personal examination of each teacher, in which the committee endeavor to be thorough, they can learn but little else besides their *literary* qualifications. Of their aptness to teach, to govern, and to inspire their pupils with love of study, diligence, and zeal, that shall insure success, they cannot confidently decide. Hence the vast responsibility of prudential committees in this respect, and in ascertaining, to their satisfaction, that those whom they employ possess these qualifications, with which they can hardly fail of success, and for the want of which no mere literary qualifications can fully atone. Prudential committees cannot be too thorough in their inquiries concerning those teachers whom they propose to employ, not relying merely on written recommendations, which any person may obtain, but on other evidence of varied ability, and, if they have taught before, of success in their work.

WESTPORT.

Some of the teachers, both male and female, in the opinion of your committee, have entered upon the duties of the office of school teaching, influenced by no higher motives than a desire to obtain the stipulated compensation. What they thus gain by trampling upon the duties of their office, you, fellow-citizens, doubly lose; for however well such mock teachers may succeed in filling their own pockets, certainly they accomplish nothing towards filling the heads and minds of your children with useful instruction. With such teachers as these they not only bring a reproach upon the profession, but greatly retard the progress of the schools in which they are engaged, and render the labor of more competent successors vastly more difficult, for it will require much of their time to remove errors and counteract wrong impressions formed under the influence of their predecessors. We have in this town annually about forty teachers, teaching from six hundred to one thousand children. Who are these teachers? how long do they intend to teach? and what has induced them to teach?

1st, then, as to who the teachers are. Upon examination we find that there is a multiplicity of occupations, among which we have farmers, peddlers, mariners, dress-makers, seamstresses, some without any occupation, and a few who devote their whole time and money to the best means and methods for the advancement of the cause of education. Of the latter, several have been employed in town during the past year, and the success which has attended their untiring efforts has been highly satisfactory to the committee. Would that we had more who could appreciate the Common School education.

2d. How long do they intend to teach. Just so long as the pecuniary compensation will avail more than any other employment offered. Pay them but fifty cents per day, the ordinary price for out-door work in winter, and, our word for it, you will have less inquiry about small schools, backward schools, and schools in which there are no grammarians. We want teachers; but we want better ones.

You would not employ an ignoramus of a blacksmith to shoe your horse, fearing that he might so drive a nail as to lame your horse for life. You would not employ a man to make you a garment for fear he would waste your cloth, unless he had prepared himself by an apprenticeship of years. Neither would you employ a man ignorant of anatomy to set a dislocated arm for your child, unless it be that great deceiver of all deceptions. Why then will you employ such teachers to teach your children? Are they of less importance than the horse, or the cloth of which your garment was to be made?

3d. What has induced them to teach. Some of them teach, because they want money to progress in a higher course of studies. Others teach, thinking that the labors of the schoolroom are not quite so rough and arduous as out-door work. They work at farming, peddling, &c., during the summer, at \$10 or \$12 per month, and keep your school in winter, and charge you \$18 or \$20 per month. Thus you see that some of our schools are conducted in winter by farmers, pedlers, &c., who hate and despise the business, and have no other interest beyond the gold and silver tendered them for the time employed. In the summer, too many of our schools are kept, instead of being taught, by young girls, who are not wanted at home; and, having attended to the common English branches taught in our schools, they present themselves before your committee for an examination, and having received a certificate of their literary qualifications, enter upon the duties of their office, entirely ignorant of the first rudiments of school teaching.

To remove this evil, your committee would recommend prudential committees not to be so hasty in engaging teachers, and in all cases, so far as practicable, consult the school committee as to the qualifications of this or that individual; and, in cases where it is not convenient, require of them a certificate of recommendation from the school committee of the town or city of which they may be a resident. In doing this, your committee feel assured that our schools will be conducted upon wiser and better principles, and much time and money saved in their performance.

PLYMOUTH COUNTY.

ABINGTON.

Greater care in the selection of teachers. There has been progress in the schools, and that indicates that higher qualifications in teachers will be demanded. There are three points in a teacher of youth that are indispensable:—1. Competence in literary attainment. 2. Capacity to govern. 3. Refinement. Any thing that is coarse in manner, habit, or speech, in a teacher of youth, is greatly out of place. There are many traits needed to complete a teacher. Energy, patience, kindness, and a kind and gentle manner of speech towards all. Let the prudential committee select and present for examination their teacher at as early a period as possible. It will prevent great evils. Be sure to have your teacher approved a month before the school commences. The earlier the better.

BRIDGEWATER.

The first business of each division of the school year is the examination of persons expecting to be employed as teachers. Soon after our appointment, we gave notice that we would attend to this business every Wednesday afternoon in the month of April. This arrangement was not duly regarded by the persons concerned. A few of them appeared at the proper times, but others came when the committee were not together, and when the teachers and the persons accompanying them were unwilling to wait long enough to have them called together. It appeared, too, that both teachers and prudential committee men supposed the

examinations to be merely formal, and much impatience was shown by them at the prospect of spending an hour or more at an examination. When the time for the commencement of the winter schools was near, we made arrangements similar to those made in the spring, appointing certain Saturday afternoons for examinations. The irregularity of attendance was greater than it was in the spring. On one Saturday afternoon, the last appointed, three candidates appeared. All who had been examined before this time, came as they found it convenient to themselves; and one of the teachers commenced his school before he was examined. Of this the committee were not informed until after the school was opened. He was examined in his schoolroom, partly by observation of his proceedings during two half days, and partly by questions put to him after school hours.

Every one must see the importance of having regular times for examinations. The committee of examination, whether it be a sub-committee appointed by a general committee of superintendence, or, as in the present instance, the committee of superintendence in a body, ought to be together for the purpose of conducting examinations; and this cannot be without fixing on a time for meeting. The teachers can better afford to take a half day appointed by the committee, than the committee can afford to give up time appropriated to other business, to answer the unseasonable calls of teachers wishing to be examined in a hurry. It is due to some of the teachers to say, that they failed to come at a proper time because the prudential committee men gave them no seasonable notice; though every prudential committee man was requested to inform his candidate of the time to be examined. *Word* was sometimes sent, it is true; but the *word* did not get to its destination soon enough. A matter of this kind deserves a surely-directed written notice.

In conducting the examinations, we endeavored to be thorough. One candidate only was rejected; but, had more than one candidate at a time been presented for each district school, we should probably have found it our duty to prefer some other candidate to the one to whom we gave a certificate. We sometimes thought it better to approve a teacher than to cause delay in opening schools, and to run the risk of exposing a stranger to the prejudice and ill feeling of a district determined to be satisfied with nobody but their chosen teacher. On this subject we have a suggestion to make, which we trust will be duly considered. When a person applies to a prudential committee man for employment in a district school, we advise that the applicant should be informed that, at a certain time, an examination will be held, and that the school will then be given to the applicant who exhibits the best qualifications. At present, the contract with an applicant is considered as final, and the unfavorable judgment of an examining committee is viewed as an outrage.

CARVER.

The prudential committee are, in fact, the persons who are responsible for the welfare of the schools. The school committee cannot possibly judge of any qualifications of the proposed teacher, excepting that of his education; they have no chance to inquire of his or her former success in instructing, excepting what little they may obtain of the proposed teachers themselves; and every one must admit, at once, that they are not the right source from which to obtain the exact account of their previous duties; for some might be so modest and unassuming as not to give so good an account of their experience in teaching as they really deserve, while others, (having an excellent opinion of themselves,) might enlarge upon the success of their former labors. Therefore, the only correct way of obtaining the desired information is, for the prudential committee to inquire of persons belonging in the district where said proposed teachers had formerly taught school.

BARNSTABLE COUNTY.

BARNSTABLE.

We would here remark, that it is always unpleasant to withhold a certificate from an applicant [for the office of teacher ;] and no reasonable mind can suppose we should consent to do it where duty did not demand it. And yet, in almost every instance where this has been done, no little hard feeling has been created in the minds of some in whose district the candidate proposed to teach ; and, without knowing any thing of the qualifications of the individual, except what he himself asserts, together with a few certificates, obtained no one knows *how* or *where*, they suspect us of being governed by dishonorable motives, and acting unjustly in the premises. We allude to this, not in a spirit of complaint, however facts in the past might warrant us in so doing ; but to vindicate our course against all such dishonorable charges, and to exhibit an obstacle that has been often and unjustly thrown in the way of the discharge of this branch of our duty. Why it is that the rejection of an applicant should create such a feeling in any case we know not. We are not willing to believe there is one who would consent to submit a Public School to the direction of an incompetent teacher ; nor do we think the town, even if permitted by law, would justify your committee in approbating one who, in their judgment, was not qualified to conduct a school in a profitable manner. We have so felt, and have acted accordingly. Those individuals whom we felt bound to reject, in our judgment were exceedingly deficient in the requisite qualifications, and subsequent facts in relation to one of them proved our judgment correct. But, to avoid this unpleasantness to all concerned, we would respectfully submit it to the several agents in town, whether it is not important that they should exercise the utmost caution in selecting a teacher, and be as certain, as circumstances will admit, that the one with whom the contract is made is amply qualified for the office he seeks. By so doing, much of the unpleasantness, as well as inconvenience, trouble, and expense, resulting from the rejection of a candidate, will be avoided. So long as agents are indifferent and careless in this matter,—contract with a stranger, it may be, without knowing any thing of his reputation as a teacher,—they must expect to present a candidate sometimes who will prove incompetent, and be rejected. And, when such is the case, they are the last who should complain, seeing a little attention, on their part, might perhaps have led to a different result. It is not every stranger, who comes with certificates and written recommendations, who is competent to successfully discharge the duties of teacher. As a general thing it is the reverse. Good teachers are seldom allowed to go begging for a school. They are the *incompetent* who are afloat in the community in search of employment, and who, not being in demand at home, seek to dispose of their ignorance in a foreign market. We do not mean to say this is true of *all* who come among us as strangers,—for some have proved most excellent and successful teachers,—but we mean to say it is true of very many. And this fact should serve to caution agents not to be too hasty in contracting with a stranger, of whose reputation they know nothing definitely, if they would not be disappointed in the result of his examination. But it is not to strangers alone the danger of disappointment is confined. No one can be blind to the fact, that this is an age of improvement, and in nothing more, perhaps, than in Common School education. Within the last few years, a radical change has taken place in the method of teaching and conducting schools, and a higher degree of qualification is demanded to meet this advanced stage of progress. Hence a man may have been deemed well qualified five years ago, and, neglecting to keep pace with the times, not be qualified now. A man might also give sufficient evidence of his literary qualifications, and, on trial, prove a want of ability to communicate, or capacity to govern, or diligence and fidelity in discharging his duties. In either of the above cases the law, as well as the interests of our schools, most evidently

requires that a certificate should be refused. Your committee call attention to this matter, both to show the principle upon which they have endeavored to act, and the importance of an agent knowing something definite concerning the qualifications and success of a teacher before contracting with him. They do it in no dictatorial spirit, but in friendship and respect for the rights of all concerned.

BREWSTER.

We would recommend to the prudential committees, of the different districts in town, to take into consideration the advantages of procuring their teachers as early in the season as practicable, whilst there is a variety in the market, and a better selection can be made, (perhaps,) than afterwards, and as it would also save the town's committee much trouble, if they could have them all together at one examination.

FALMOUTH.

In conclusion, your committee would say, that there must be increased vigilance on the part of the committees. The prudential committees must be more careful in their selection of teachers, more especially in large and advanced schools, where inexperienced teachers cannot be expected to succeed, and where they very seldom do succeed. Town committees must not be expected to sanction such selections as they sometimes have, merely to avoid subjecting the prudential committees to the trouble of making a second selection.

HARWICH.

It is gratifying to be able to report that we, as a community and town, are becoming more enlightened upon the great subject of education. The essential qualifications of teachers are being better appreciated. Although your committee are empowered to reject such as present themselves for examination, who are not legally qualified, yet, under the present system of things, very much depends upon the discretion and intelligence of the prudential committees. These committees are exercising more discretion and judgment in their selection. There is a greater degree of willingness to remunerate teachers suitably for their services.

ORLEANS.

By reference to the Tenth Annual Report of the Secretary of the Board of Education, page 151, it will be seen, "that is the duty of prudential committees," among others equally as important, "to cause the candidate for teaching to appear before the superintending committee, at such time and place as they may have appointed for examination," and, further, "to give the superintending committee the earliest information of any danger from any cause within their jurisdiction, which may impend over the school, and threaten to impair its usefulness;" and by the same report it will appear, "that the person selected for teaching must be approved by the superintending committee before he can legally commence the school." It is to be wished that prudential committees would make themselves acquainted with these essential requirements of the statute, and conform their action to them.

NANTUCKET COUNTY.

NANTUCKET.

The office of school committee men is by no means a desirable one. There is a small compensation allowed by law, but with us even this has never been exacted. While other officers, with much less duty, have received pay for their services, the school committee has always labored gratis. That labor, or the time

necessarily devoted to it, is a heavy tax upon those who have business requiring all their attention for the welfare and support of their immediate families, as is the case with almost all our people. This difficulty might, in a great degree, be obviated, by the appointment of a superintendent of schools. The specific duties of such an officer, it is unnecessary to enumerate at this time. It is sufficient, perhaps, to say, that a very large proportion of the services now required of the individual members of the committee, during business hours, might be dispensed with, and not only without any loss or injury to the schools, but probably with considerable advantage; for we are all aware, that duties engrossing so much time, which the members of the committee cannot spare, must necessarily be performed in a hasty and therefore incomplete manner. But if a competent officer was appointed, to be compensated by a reasonable salary, (perhaps little, if any, beyond what the school committee might legally charge now,) at the same time that it would be a great relief to the committee, there is no doubt that the duty would be more uniformly and thoroughly performed, and necessarily produce beneficial results. By these remarks, it is not to be inferred that we are in favor of having such an officer to supersede the school committee. That is not desirable. He should be appointed by the committee, and should be answerable to them, and his actions subject to their control. But there is no provision of law for the appointment of such an officer, and therefore, if the town should, with the committee, consider it feasible, it could not by such consideration be accomplished; but it would be a recorded expression of opinion, by which the action of some future committee may be governed when an opportunity shall occur.

APPENDIX.

The following Tables of School Returns are mostly abstracts of the Annual Returns, which are made by the School Committees of the several towns and cities of the Commonwealth. The value of the Tables, as statistics, must depend primarily on the fidelity and care of the Committees. Generally, the Returns appear to have been prepared with attention and correctness, and a true abstract of them presents, as to most of the facts embraced, a tolerably just view of the Common Schools of the State. Yet in many instances there are omissions and mistakes that greatly increase the labor of making an abstract, while they render it difficult, if not impossible, to ensure that entire accuracy which should characterize statistics. The defects most common and most important pertain to the wages of teachers, and especially of female teachers. Females, to an increasing extent, have been employed to teach Winter Schools, and, as specific directions were not given respecting the proper method of entering their wages in Winter, as well as in Summer, in the blank form sent out, there is often incompleteness and discrepancy in the Returns. If such defects are supplied by a mere estimate made in the office when the abstracts are prepared, then, however judicious the estimate, an accurate average of wages cannot be attained. The equation will depend on the judgment of an individual as well as on arithmetical calculations, and will be only an approximation to a true result. So far as statistics are based on conjecture or opinion, they are comparatively of little worth. Entire certainty, in relation to many of the facts included in the Annual Returns, is only within the reach of those on whom the law devolves the responsibility of furnishing them.

There is ground to apprehend, also, that the "Average Attendance" of scholars, as usually returned, is defective and perhaps generally too large. It is ascertained that different teachers adopt different modes of computing this average; that it is computed and returned with different degrees of care by different teachers and committees; also, that different practices prevail in districts and towns in respect to registering scholars who attend for a short period, or from adjacent towns, and in respect to the attendance and registering of the same scholars in different successive schools during the same year. It is not claimed, therefore, that calculations determining the comparative rank of towns, made from the average attendance returned, are to be regarded as strictly just. It is hoped that in future the Blank Form may be so simple and the questions proposed so definite; also, that a uniform method of computing averages may be so generally and correctly applied, that, through the suitable interest and coöperation of teachers and committees, the desired completeness and accuracy may be attained, and the School Statistics be worthy of entire confidence.

SUFFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Boston,	93,383	\$109,304,218	50	193	19,640	14,818	14,818	21,853	-	96	1158	2316	62	269	62	269	
Chelsea,	2,390	695,781	50	15	1,058	994	878	771	-	8	88	177	3	19	3	19	
North Chelsea,*	-	-	-	4	172	181	135	149	-	5	24. 7	42.14	1	3	1	3	
Total,	95,773	110,000,000	00	212	20,870	20,815	15,831	23,257	-	109	6	11.27	66	291	66	291	

* Population and Valuation included in Chelsea.

SUFFOLK COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars	Aggregate paid for Tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Common Schools.	Aggregate of months kept.	Average No. of Scholars	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Boston,	\$105 61	\$15 00	\$25 00	\$10 00	\$232,800 00	-	-	-	-	-	90	1080	30	\$100,000 00	\$8000 00	\$450 00	-
Chelsea,	63 89	14 00	17 67	8 00	6,250 00	-	-	-	-	-	-	-	-	-	-	-	-
North Chelsea,	34 00	13 00	18 91	7 75	1,000 00	-	-	-	-	-	-	-	-	-	-	-	-
Total,	67 83	14 00	20 53	8 58	240,050 00	-	-	-	-	-	90	1080	30	100,000 00	8000 00	450 00	-

ESSEX COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Amesbury,	2471	\$604,299 00	15	495	360	343	240	701	6	49	61	42. 7	103. 7	2	12	9	2
Andover,	5207	1,474,475 00	22	1409	1185	1073	948	1860	24	54	104.14	66	170.14	1	23	15	8
Beverly,	4689	1,306,509 00	14	863	990	682	787	1356	-	60	79	60	139	2	13	10	4
Boxford,	942	387,304 00	7	203	241	157	199	234	12	21	26. 7	19	45. 7	-	7	7	-
Bradford,	2222	410,963 00	11	487	554	369	390	715	-	61	44	27.14	71.14	1	8	7	2
Danvers,	5020	1,922,807 00	26	1463	1636	1054	1275	1817	-	-	123. 7	108.21	232	6	18	14	16
Essex,	1450	439,906 00	10	272	415	216	341	373	10	20	17. 7	38.14	55.21	2	5	6	4
Georgetown,	1540	339,351 00	8	437	321	294	215	516	21	26	38.21	15.21	54.14	-	8	6	-
Gloucester,	6350	827,402 00	22	1392	1512	937	1019	1936	22	125	100.14	86	186.14	4	21	15	10
Hamilton,	818	234,749 00	4	140	194	110	153	204	9	30	12.14	14.14	27	-	4	4	-
Haverhill,	4336	1,224,379 00	23	1070	928	831	751	1357	2	75	107. 7	67. 7	174.14	4	19	16	7
Ipswich,	3000	781,361 00	9	543	569	432	441	735	9	10	37	37	74	3	10	9	2
Lawrence,*	-	-	11	1008	1092	661	640	1089	-	18	60	55	115	2	11	2	11
Lynn,	9367	1,319,656 00	31	2675	2502	2079	1892	3107	20	35	162.14	162.14	325	8	32	9	31
Lynnfield,	707	157,663 00	3	177	225	143	177	210	7	33	15.14	8.14	24	-	3	3	-
Manchester,	1355	334,035 00	8	377	297	331	249	412	-	4	44.21	14	58.21	2	6	1	4
Marblehead,	5575	1,660,528 00	14	938	888	704	609	1512	-	6	84	84	168	3	13	4	12
Methuen,	2251	576,619 00	10	510	513	432	424	520	8	36	45	28.21	73.21	1	9	5	5
Middleton,	657	210,239 00	4	164	171	118	114	207	11	4	18	10	28	-	4	3	-
Newbury,	3789	904,026 00	14	794	747	539	507	1026	6	24	79. 7	53.21	133	3	11	9	4
Newburyport,	7161	3,208,857 00	23	1294	1341	1078	1048	1972	-	37	138	138	276	7	19	7	19
Rockport,	2650	333,475 00	6	808	532	677	415	900	-	75	25	21.14	46.14	4	7	7	1

Rowley,	1203	248,295 00	6	207	184	148	126	218	8	3	22.14	13. 7	35.21	-	6	2
Salem,	15,082	10,218,109 00	30	2616	2581	2240	2215	4347	-	-	360	360	720	9	52	52
Salisbury,	2739	725,714 00	12	604	227	435	168	709	12	15	59	20.14	79.14	4	7	2
Saugus,	1098	208,856 00	6	326	326	214	199	361	4	3	35. 7	25	60. 7	1	5	5
Topsfield,	1059	377,667 00	5	230	242	184	159	269	11	6	23.14	16.14	40	-	5	2
Wenham,	689	197,806 00	5	158	268	130	219	280	5	23	10.14	16. 7	26.21	-	3	2
West Newbury,	1560	476,154 00	8	130	426	95	286	450	10	32	19. 7	24.14	43.21	-	4	2
Total,	94,987	31,110,204 00	367	21,790	21,467	16,706	16,206	29,393	217	885	5. 9	4.13	9.22	69	345	209

* Population and Valuation included in Andover and Methuen.

ESSEX COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Amesbury,	\$26 53	\$7 20	\$11 46	\$5 05	\$2000 00		3	21.14	72	\$5025 50	8	36	31	-	-	-	-
Andover,	32 27	8 73	15 04	5 80	3500 00		1	12	38	900 00	10	50.21	22	738 00	\$1200 00	\$62 00	-
Beverly,	34 20	9 90	11 30	5 77	3000 00		1	12	38	900 00	8	12	20	1200 00	-	-	-
Boxford,	28 71	8 14	12 14	5 14	700 00		2	20	150	3500 00	-	-	-	-	2185 00	131 10	\$61 77
Bradford,	29 57	8 29	13 60	6 03	1424 00		2	20	150	3500 00	-	-	-	-	-	-	-
Danvers,	34 77	9 71	12 46	5 87	5451 00		-	-	-	-	3	-	16	-	-	-	553 20
Essex,	32 67	8 83	12 00	5 00	1300 00		-	-	-	-	4	14.14	34	320 00	-	-	-
Georgetown,	32 50	8 89	13 50	6 00	1000 00		-	-	-	-	2	7	26	197 00	-	-	90 00
Gloucester,	33 25	10 35	15 05	6 56	4500 00		-	-	-	-	19	126	24	2607 00	-	-	-
Hamilton,	25 50	7 00	9 90	5 50	500 00		-	-	-	-	2	4.14	21	36 00	-	-	-
Haverhill,	28 33	7 23	13 67	5 86	4000 00		-	-	-	-	3	26	22	313 95	-	-	521 16
Ipswich,	29 04	8 89	10 45	4 90	1900 00	\$18 00	1	10	64	1100 00	3	18	22	173 00	500 00	30 00	-
Lawrence,	41 67	12 00	18 75	7 00	3750 00		1	10	52	1050 00	1	11	28	672 00	-	-	-
Lynn,	44 72	11 33	13 95	6 00	10,000 00		-	-	-	-	6	52	21	767 00	-	-	-
Lynnfield,	34 00	9 00	16 00	6 00	600 00		-	-	-	-	-	-	-	-	-	-	-
Manchester,	44 25	8 00	14 17	5 89	1000 00		-	-	-	-	1	11	35	450 00	-	-	-
Marblehead,	35 44	11 00	11 33	5 00	4000 00		1	12	68	1088 00	9	108	26	1532 70	-	-	-
Methuen,	31 56	7 26	14 88	5 70	1600 00	10 00	-	-	-	-	4	9	25	166 00	-	-	-
Middleton,	30 00	8 67	11 50	5 50	500 00		-	-	-	-	-	-	-	-	-	-	-
Newbury,	28 94	8 33	13 09	6 00	2700 00		1	12	33	250 00	1	12	40	420 00	1400 00	90 00	-
Newburyport,	49 40	12 00	12 78	6 00	8300 00		-	-	-	-	14	164	24	2861 00	65,000 00	3750 00	-
Rockport,	31 00	10 00	15 00	6 00	2000 00		-	-	-	-	7	22	26	412 50	-	-	-

Rowley,	27 50	7 50	12 58	4 83	500 00	-	-	-	-	-	1	2	30	30 00	-	-	-
Salem,	66 67	12 67	15 21	6 08	18,613 75	-	-	-	-	-	37	444	22	10,764 00	-	-	-
Salisbury,	28 57	8 00	11 67	5 33	1700 00	-	-	-	-	-	6	17.14	68	379 00	-	-	-
Saugus,	29 00	10 00	13 80	5 64	1083 00	-	-	-	-	-	-	-	-	-	-	-	-
Topsfield,	30 00	8 33	11 43	4 57	600 00	24 00	-	-	-	-	-	-	-	-	-	-	-
Wenham,	29 44	8 00	12 20	4 00	500 00	-	-	-	-	-	3	5.21	32	219 00	-	-	-
West Newbury,	29 00	8 00	13 83	6 11	1100 00	-	-	-	-	-	4	15	31	309 00	-	-	-
Total,	33 74	9 08	13 20	5 62	87,821 75	52 00	10	97.14	77	12,913 50	156	1168	26	25,222 15	70,285 00	4063	10 1226 13

MIDDLESEX COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.				
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.		
														Males.	Females.		Males.	Females.
Acton,	1121	\$260,202	18	346	422	257	349	325	17	56	24	27.14	51.14	-	7	6	3	
Ashby,	1246	319,492	79	269	310	208	237	295	9	37	26.14	27	53.14	-	9	4	5	
Ashland,	-	-	-	222	268	177	205	310	3	24	17.21	19.21	37.14	-	9	4	3	
Bedford,	929	233,067	21	218	234	176	196	245	23	18	27.21	17.7	45	-	6	4	2	
Billerica,	1632	411,630	24	361	387	269	305	386	15	38	44	32.7	76.7	-	11	7	4	
Boxborough,	426	144,665	22	84	110	73	92	67	10	28	10	10	20	-	4	3	1	
Brighton,	1425	458,485	41	505	540	385	396	496	10	14	54	54	108	3	6	3	6	
Burlington,	510	133,908	82	192	162	118	124	125	2	11	11.14	6	17.14	-	5	4	-	
Cambridge,	8409	4,479,501	43	3,017	2828	1919	1947	3320	-	87	168	192	360	9	34	9	35	
Carlisle,	556	198,893	95	135	170	112	140	124	13	27	15.14	15.14	31	-	5	1	4	
Charlestown,	11,484	4,033,176	39	3,013	3067	2397	2342	3675	-	25	170	195.14	365.14	16	41	16	41	
Chelmsford,	1697	443,684	77	470	530	335	421	505	10	40	41.7	32.14	73.21	-	12	8	4	
Concord,	1784	608,649	70	447	463	367	378	465	19	107	53	37.7	90.7	1	10	7	4	
Dracut,	2188	514,471	37	641	740	478	571	653	-	56	44.21	37.14	82.7	1	16	12	4	
Dunstable,	603	191,314	25	125	153	98	116	139	4	16	14.7	16	30.7	-	5	3	2	
Framingham,	3030	851,350	05	784	778	515	602	958	34	48	62.7	49	111.7	-	13	9	4	
Groton,	2139	722,440	56	469	609	369	486	680	24	50	47	44	91	-	14	12	4	
Holliston,	1782	415,294	63	427	519	368	445	500	50	50	27	28.14	55.14	-	10	9	2	
Hopkinton,	2245	501,989	04	434	561	351	450	525	20	41	30.7	33.14	63.21	-	10	9	2	
Lexington,	1642	561,549	81	378	389	284	298	408	-	20	46.14	25.21	72.7	2	6	4	4	
Lincoln,	686	232,614	79	154	174	124	162	205	1	16	15.14	14	29.14	-	4	4	-	
Littleton,	927	224,643	56	188	278	154	222	224	5	54	22	18.7	40.7	-	7	6	1	

Lowell,	20,796	10,160,652	13	52	8265	8340	3828	3828	3828	6318	-	144	273	299	572	18	67	18	67
Malden,	2514	586,136	15	10	844	768	561	594	594	785	20	30	66	26	92	2	9	3	10
Marlborough,	2101	667,674	51	11	495	654	413	553	553	643	17	44	29	40	69	-	11	7	6
Medford,	2478	1,095,195	31	9	592	612	446	466	466	696	-	16	49	46	95	3	10	3	10
Natick,	1285	282,935	65	7	422	373	337	376	376	480	11	19	20	14	38	-	8	6	3
Newton,	3351	897,255	36	16	762	854	615	692	692	1146	20	-	71	78	149	3	12	11	5
Pepperell,	1571	357,859	61	10	327	422	248	346	346	414	17	52	30	26	56	-	8	6	3
Reading,	2193	463,024	61	11	559	585	392	435	435	654	37	32	61	34	96	-	12	6	5
Sherburne,	995	318,462	43	7	204	252	170	203	203	247	4	8	25	24	49	-	7	4	3
Shirley,	957	236,561	06	8	185	258	147	209	209	241	9	20	19	18	37	-	6	6	1
Somerville,*	-	-	-	10	626	604	396	384	384	544	5	8	57	58	115	3	8	4	8
South Reading,	1517	279,409	01	8	489	438	325	309	309	460	20	40	48	26	74	1	7	1	6
Stoneham,	1017	217,960	69	7	331	116	242	90	90	370	-	20	44	5	44	1	6	1	1
Stow,	1230	337,451	94	6	267	308	192	242	242	275	9	23	20	17	38	-	6	4	2
Sudbury,	1422	410,716	09	5	291	391	231	335	335	389	17	27	18	13	32	-	4	4	-
Tewksbury,	906	342,703	03	6	195	231	155	189	189	235	3	19	23	17	41	-	6	5	1
Townsend,	1892	355,107	38	12	396	539	299	418	418	472	18	63	35	32	67	-	12	8	4
Tyngsborough,	870	264,133	47	7	222	199	174	146	146	218	9	26	24	19	43	-	8	4	2
Waltham,	2504	1,063,171	69	11	706	741	470	557	557	771	9	44	51	53	104	1	10	3	9
Watertown,	1810	973,835	88	8	469	523	359	363	363	564	-	-	53	32	86	1	8	2	7
Wayland,	998	232,524	87	6	216	243	158	186	186	267	-	5	20	19	40	-	6	5	1
W. Cambridge,	1363	472,423	35	7	399	366	298	293	293	428	2	22	51	28	79	3	4	4	4
Westford,	1436	357,312	58	10	325	382	249	310	310	401	24	47	28	27	55	-	9	5	5
Weston,	1092	386,494	22	6	184	283	135	195	195	256	6	13	25	21	47	-	6	5	1
Wilmington,	859	199,666	72	5	176	214	140	159	159	212	8	36	18	12	31	-	5	5	-
Woburn,	2993	687,388	09	14	794	753	539	528	528	947	10	43	74	31	106	1	13	4	10
Total,	106611	37,592,082	00	508	31,620	33,141	21,053	22,890	33,063	544	1664	4.10	3.24	8.6	69	512	278	308	

* Population and Valuation included in Charlestown.

MIDDLESEX COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Acton,	\$30 78	\$9 28	\$12 15	\$5 75	\$1000 00	-	-	-	-	\$100 00	2	6	35	\$210 00	-	-	\$50 00
Ashby,	25 50	6 75	12 74	5 81	900 00	-	1	3	30	-	1	3	30	50 00	-	-	-
Ashland,	32 25	8 50	15 78	6 74	800 00	-	-	-	-	-	3	5.7	32	136 00	-	-	-
Bedford,	29 75	9 25	13 71	5 71	800 00	-	-	-	-	-	3	9	35	59 00	\$1500 00	\$90 00	-
Billerica,	26 00	9 00	12 47	5 33	1500 00	-	-	-	-	-	4	8	17	132 98	300 00	18 00	-
Boxborough,	31 33	7 67	12 40	5 40	400 00	-	-	-	-	-	-	-	-	-	-	-	-
Brighton,	50 03	16 00	16 00	8 00	2700 00	-	-	-	-	-	1	12	25	200 00	-	-	-
Burlington,	33 00	10 00	12 00	5 80	300 00	-	-	-	-	-	-	-	-	-	-	-	58 93
Cambridge,	79 16	17 10	23 45	9 16	18,249 53	-	1	11	45	1740 00	12	136	21	3338 33	-	-	-
Carlisle,	26 00	8 00	14 11	6 88	500 00	-	-	-	-	-	-	5	22	76 00	750 00	45 00	-
Charlestown,	75 00	14 00	20 87	8 75	24,955 00	-	1	11	125	5000 00	8	89	18	2500 00	5600 00	336 00	-
Chelmsford,	25 37	8 00	12 89	5 68	1500 00	-	-	-	-	-	1	3	18	150 00	-	-	-
Concord,	39 44	8 22	13 51	6 20	2500 00	-	-	-	-	-	1	11	18	576 00	1500 00	90 80	-
Dracut,	33 25	8 67	16 22	5 22	1544 12	\$75 00	-	-	-	-	1	1.21	30	35 00	-	-	213 71
Dunstable,	26 83	7 00	12 25	5 39	500 00	30 00	-	-	-	-	1	30.7	43	-	-	-	-
Frammingham,	35 11	9 67	19 82	7 97	3000 00	-	1	10.14	45	808 00	2	20	32	1450 00	-	-	-
Groton,	23 24	7 67	11 07	5 41	1600 00	-	1	11	80	1000 00	-	-	-	-	620 00	37 20	-
Holliston,	31 22	8 44	14 39	5 97	1200 00	-	-	-	-	-	5	-	28	-	-	-	-
Hopkinton,	31 22	7 78	15 39	6 61	1200 00	-	1	11	57	1045 00	-	-	-	-	3970 94	238 26	-
Lexington,	44 75	11 00	21 37	7 62	2500 00	-	-	-	-	-	-	-	-	-	-	-	-
Lincoln,	33 00	10 00	13 86	6 25	570 00	-	-	-	-	-	-	-	-	-	1174 00	59 63	-
Littleton,	32 79	9 33	14 58	6 21	900 00	-	-	-	-	-	6	12	15	135 00	-	-	-

[illegible]

WORCESTER COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Ashburnham,	1652	\$414,235	20	447	554	341	453	491	8	46	39. 7	33	72. 7	-	13	8	4
Athol,	1591	348,372	02	444	534	319	422	548	19	35	32	37.14	69.14	-	13	6	9
Auburn,	649	189,372	53	161	203	130	163	204	10	21	13	10.21	23.21	-	4	3	1
Barre,	2751	961,947	28	521	705	416	566	664	19	62	52	49.14	101.14	-	17	8	11
Berlin,	763	192,179	44	162	234	132	197	245	6	23	14.21	13.14	28. 7	-	5	5	-
Blackstone,*	-	-	-	651	716	492	514	876	6	21	39.14	36	75.14	2	12	8	5
Bolton,	1186	402,181	13	229	312	197	262	290	11	32	21	26	47	-	7	6	2
Boylston,	797	241,985	57	167	220	129	174	267	6	35	16. 7	14. 7	30.14	-	5	1	4
Brookfield,	2472	655,829	09	321	419	262	341	383	28	30	24	25.21	49.21	-	10	7	2
Charlton,	2117	628,390	04	386	494	287	394	465	27	31	40	34.14	74.14	-	13	13	-
Dana,	691	117,983	73	192	230	119	149	215	10	20	16	17.14	33.14	-	6	4	2
Douglas,	1617	573,991	82	378	444	270	333	473	5	16	29.21	33.14	63. 7	-	10	8	2
Dudley,	1352	445,870	45	250	332	194	249	346	22	33	29.21	26.14	56. 7	-	7	7	-
Fitchburg,	2604	721,486	45	820	1007	547	759	1054	4	94	70. 7	59.14	129.21	-	18	8	12
Gardner,	1260	348,630	35	325	418	245	318	392	10	35	16.14	14.21	31. 7	-	7	6	4
Grafton,	2943	808,388	34	651	819	528	648	927	44	59	52. 7	56.14	108.21	-	17	7	12
Hardwick,	1789	595,195	40	323	462	278	386	380	12	82	34	32.14	66.14	-	12	6	6
Harvard,	1571	425,873	44	302	398	238	312	407	7	64	36. 7	34.14	70.21	-	10	9	1
Holden,	1874	528,907	98	395	490	329	429	503	25	57	27.21	33.14	61. 7	-	11	7	6
Hubbardston,	1784	411,458	75	392	559	321	422	517	12	83	36. 7	37.14	73.21	-	13	10	4
Lancaster,	2019	459,831	50	523	689	388	510	802	9	53	57.21	51. 7	109	-	14	12	5
Leicester,	1707	687,952	63	390	474	314	374	540	20	18	30. 7	25.14	55.21	-	12	8	4
Leominster,	2069	606,294	93	446	557	354	459	595	4	76	27	29. 7	56. 7	-	10	9	2

Lunenburg,	1272	412,383	88	9	247	357	200	304	327	1	55	23. 7	24	47. 7	-	8	9	-	2
Mendon,	3524	1,317,593	33	8	199	319	142	243	303	15	36	13.21	23.14	37. 7	-	6	6	-	3
Milford,	1773	418,210	87	14	562	706	456	573	664	26	54	36	33.14	99.14	-	13	11	-	5
Millbury,	2171	516,463	27	10	450	439	341	345	657	-	12	29	28	57	-	10	5	-	2
New Braintree,	752	385,772	30	7	136	217	111	176	171	3	29	21.14	22	43.14	-	7	5	-	1
Northborough,	1248	367,252	78	7	258	336	202	295	336	-	53	19	18	37	-	6	5	-	2
Northbridge,	1449	294,054	67	9	356	361	252	251	479	14	31	28.14	26	54.14	-	9	6	-	1
N. Brookfield,	1485	429,600	23	10	360	464	281	358	441	14	44	36	31	67	-	10	6	-	2
Oakham,	1038	284,341	27	8	195	304	166	256	285	14	15	21	22.21	43.21	-	7	5	-	4
Oxford,	1742	649,201	91	11	434	510	327	384	583	12	11	37.14	32	69.14	-	10	6	-	3
Paxton,	670	157,378	15	6	127	207	103	144	166	10	11	13.14	17.14	31	-	5	4	-	4
Petersham,	1775	644,607	74	14	324	425	270	335	400	11	30	34.14	38. 7	72.21	-	13	7	-	2
Phillipston,	919	285,882	81	7	184	234	159	196	218	8	41	19.21	15.21	35.14	-	7	4	-	6
Princeton,	1347	474,169	53	10	310	408	260	334	407	8	67	26	31. 7	57. 7	-	10	10	-	2
Royalston,	1667	433,314	43	14	372	535	316	472	414	14	92	33. 7	37.14	70.21	-	13	11	-	8
Rutland,	1260	422,289	45	11	256	363	212	292	343	6	47	20. 7	29.14	49.21	-	9	3	-	2
Shrewsbury,	1481	429,942	57	9	188	358	239	298	400	8	20	18. 7	23. 7	41.14	-	7	7	-	8
Southborough,	1145	296,302	93	6	222	261	168	222	284	11	30	20.14	18.14	39	-	6	6	-	2
Southbridge,	2031	553,021	37	13	503	565	362	393	673	17	22	32. 7	36.21	69	-	9	7	-	6
Spencer,	1604	490,303	23	10	380	505	313	395	497	24	49	30.14	28. 7	58.21	-	10	7	-	4
Sterling,	1647	479,034	63	12	367	533	266	440	446	10	53	25.21	33. 7	59	-	10	8	-	4
Sturbridge,	2005	610,325	20	14	431	526	356	443	580	10	51	37	46.14	83.14	-	13	9	-	5
Sutton,	2370	711,238	55	13	465	531	341	437	547	-	-	53. 7	34. 7	87.14	-	13	9	-	5
Templeton,	1776	581,845	50	10	430	518	363	405	520	13	76	26.21	22. 7	49	-	10	9	-	2
Upton,	1466	327,321	22	12	312	470	242	389	428	16	63	25.14	27. 7	52.21	-	9	7	-	5
Uxbridge,	2004	726,672	73	12	401	448	297	337	538	7	47	39.14	35. 7	74.21	-	12	5	-	7
Warren,	1290	444,834	00	12	364	386	290	324	394	13	37	34.14	30. 7	64.21	-	12	5	-	5
Webster,	1403	487,040	58	7	330	360	253	255	515	18	5	32.14	31. 7	63.21	-	8	4	-	3
Westborough,	1658	430,094	83	9	367	478	280	385	461	10	50	25. 7	26.14	51.21	-	9	8	-	2
West Boylston,	1187	365,726	99	8	316	362	269	299	390	12	30	24.14	19	43.14	-	8	6	-	2
West Brookfield,†	-	-	-	7	220	276	180	224	280	5	16	21	20. 7	41. 7	-	6	4	-	3
Westminster,	1645	457,983	33	13	†425	530	349	462	546	18	40	31.14	33. 7	64.21	-	13	7	-	6
Winchendon,	1754	457,783	81	13	443	557	326	434	541	22	65	39.14	34	73.14	-	12	12	-	1
Worcester,	7497	3,696,004	84	33	2804	2715	1815	1965	3214	70	170	126	152.14	278.14	-	49	17	-	38
Total,	95,313	29,804,316	00	623	22,614	27,834	17,337	21,899	29,032	764	2478	2.25	2.26	5.23	8	605	406	246	

* Population and Valuation included in Mendon. † Population and Valuation included in Brookfield. ‡ Returns defective.

WORCESTER COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Com. Schools.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.														
Ashburnham,	\$26 16	\$6 54	\$11 89	\$5 53	\$1200 00	-	-	-	-	-	1	4	25	\$50 00	-	-	-	-
Athol,	26 50	6 58	12 50	5 37	1200 00	\$15 00	-	-	-	-	2	4	12	40 00	-	-	-	-
Auburn,	29 00	7 33	14 40	5 40	500 00	-	-	-	-	-	2	3	30	36 00	-	-	-	-
Barre,	26 28	6 33	14 12	5 47	1800 00	50 00	-	-	-	-	1	12	27	350 00	-	-	-	-
Berlin,	27 40	6 60	11 20	5 00	500 00	-	-	-	-	-	1	12	30	360 00	\$520 00	\$31 29	-	-
Blackstone,	28 50	7 69	14 48	5 12	1787 00	-	-	-	-	-	2	3	30	60 00	-	-	-	-
Bolton,	32 00	9 00	15 44	6 33	1091 65	-	-	-	-	-	-	-	-	-	-	-	-	-
Boylston,	32 00	8 00	15 32	5 54	500 00	10 50	-	-	-	-	2	5	14	33 00	-	-	-	-
Brookfield,	26 35	7 35	13 91	5 61	900 00	33 00	-	-	-	-	2	3.7	30	39 50	-	-	-	-
Charlton,	23 70	6 06	11 00	4 85	1200 00	160 70	-	-	-	-	3	5.14	35	112 00	-	-	-	-
Dana,	21 16	5 66	11 78	4 32	400 00	50 00	-	-	-	-	-	-	-	-	-	-	-	-
Douglas,	25 25	6 12	15 67	5 33	1200 00	-	-	-	-	\$600 00	1	10	25	400 00	900 00	54 00	-	-
Dudley,	22 98	6 37	12 43	5 19	800 00	80 00	1	12	45	-	-	-	-	-	-	-	-	-
Fitchburg,	29 75	8 25	15 19	6 44	2400 00	-	-	-	-	-	6	42	31	1072 00	-	-	-	-
Gardner,	31 13	8 30	13 49	5 91	800 00	-	-	-	-	-	2	3	35	44 00	-	-	-	-
Grafton,	29 00	8 00	15 28	6 14	1793 81	-	-	-	-	-	8	26.14	27	910 00	-	-	\$60 00	-
Hardwick,	25 50	6 33	13 49	5 37	1200 00	-	-	-	-	-	1	3	45	140 00	200 00	12 00	-	-
Harvard,	28 94	8 28	12 50	5 89	1400 00	-	-	-	-	-	-	-	-	-	-	-	-	-
Holden,	32 85	7 71	14 35	6 12	1000 00	-	-	-	-	-	3	6.14	23	120 00	3366 00	202 00	-	-
Hubbardston,	25 10	6 10	12 33	5 16	1200 00	-	-	-	-	-	3	4.21	22	62 00	1200 00	72 00	-	-
Lancaster,	31 00	8 78	15 44	6 35	3200 00	-	-	-	-	-	1	8.7	59	560 00	-	-	-	-
Leicester,	26 63	7 25	12 83	5 64	1460 00	-	1	6	42	240 00	-	-	-	-	-	-	-	-
Leominster,	30 55	8 33	13 83	6 17	1200 00	-	1	12	111	1700 00	10	-	-	-	100 00	6 00	-	-
Lunenburg,	26 44	7 44	11 43	5 77	900 00	-	-	-	-	-	1	11	34	400 00	-	-	-	-

	27	29	6	12	4	600	-	-	-	2	10	30	222	-	-	127
	20	12	83	96	83	00	-	-	-	7	9.	30	50	-	-	49
Mendon,	32	12	6	15	6	1400	-	-	-	7	7	32	238	-	-	-
Milford,	27	93	5	14	5	1250	-	-	-	1	10	60	720	-	-	-
Millbury,	26	60	5	12	5	800	-	-	-	1	3	36	144	-	-	-
New Braintree,	35	00	5	14	5	800	-	-	-	4	16	29	575	-	-	-
Northborough,	26	67	5	14	5	1000	-	-	-	7	8.	22	153	-	-	-
Northbridge,	28	50	5	12	5	1200	-	-	-	2	7	27	262	-	-	-
N. Brookfield,	24	73	4	12	4	700	20	00	-	1	3	33	100	-	-	-
Oakham,	29	41	5	14	5	1400	12	00	-	-	-	-	-	-	-	-
Oxford,	26	71	5	13	5	600	-	-	-	1	2.21	33	95	-	-	-
Paxton,	23	93	5	13	5	1200	54	25	-	3	5.14	30	179	1184	94	71 09
Petersham,	27	75	4	12	4	600	-	-	-	-	-	-	-	-	-	-
Phillipston,	25	27	4	11	4	1000	-	-	-	2	3	30	36	-	-	-
Princeton,	26	09	4	12	4	1200	15	00	-	1	3	30	96	1500	00	90 00
Royalston,	27	28	5	13	5	800	12	06	-	3	6	27	127	-	-	-
Rutland,	30	14	5	13	5	900	-	-	-	4	13	25	129	-	-	-
Shrewsbury,	27	83	5	13	5	800	-	-	-	3	15	24	322	-	-	-
Southborough,	23	75	5	14	5	1200	-	-	-	4	9.21	35	280	-	-	-
Southbridge,	25	00	4	12	4	1000	-	-	-	3	7.7	32	181	400	00	24 00
Spencer,	28	92	6	15	6	1300	-	-	-	3	7	28	310	-	-	-
Sterling,	24	22	4	13	4	1000	68	00	-	5	7	31	106	-	-	-
Sturbridge,	29	28	5	14	5	1000	-	-	-	-	-	-	-	2000	00	120 00
Sutton,	30	72	5	13	5	1000	-	-	-	6	11	30	187	-	-	-
Templeton,	29	42	5	13	5	900	-	-	-	2	5.7	30	138	-	-	-
Upton,	21	96	5	14	5	1200	-	-	-	1	12	59	800	4469	69	247 00
Uxbridge,	27	00	6	14	6	1000	52	00	-	1	6	31	248	-	-	-
Warren,	29	50	5	14	5	1200	-	-	-	1	10	25	414	-	-	-
Webster,	31	52	6	14	6	1200	-	-	-	10	20.7	27	417	-	-	-
Westborough,	27	94	6	14	6	900	-	-	-	2	6	21	924	-	-	-
West Boylston,	28	37	5	13	5	900	40	00	-	1	10	30	270	-	-	-
West Brookfield,	27	37	5	13	5	1200	22	00	-	1	10	200	600	-	-	-
Westminster,	28	69	6	13	6	1500	-	-	-	-	-	-	-	-	-	-
Winchendon,	38	65	7	12	7	13,300	50	00	-	6	45.14	17	1737	500	00	30 00
Worcester,																
Total,	27	29	5	13	5	75,682	744	51	46	118	381.14	35	15,317	16,340	959	223
	46	54	56	54	5	46	51	51	51	4060	00	00	72	63	38	49

HAMPSHIRE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Amherst,	2550	\$654,471 00	13	448	596	368	514	700	14	15	42.21	39.7	82	-	11	7	6
Belchertown,	2554	496,480 00	18	476	664	404	546	697	31	36	45.21	56.21	102.14	-	14	11	8
Chesterfield,	1132	250,112 00	10	225	235	173	179	274	4	6	34.21	30	64.21	-	10	5	5
Cummington,	1237	244,078 00	10	276	367	198	259	374	15	33	36	35.14	71.14	-	9	7	3
Easthampton,	717	181,495 00	6	180	177	148	148	218	4	2	25.21	18.7	44	-	6	4	2
Enfield,	976	263,430 00	8	203	245	177	209	283	6	31	23.14	21.7	44.21	-	8	5	3
Goshen,	556	131,867 00	5	108	112	88	88	133	3	3	18.21	12.7	31	-	5	2	2
Granby,	971	230,583 00	7	164	225	142	195	318	10	15	28.21	25.21	54.14	-	7	2	5
Greenwich,	824	156,879 00	7	183	231	138	196	214	6	22	18	18.7	36.7	-	7	4	3
Hadley,	1814	493,091 00	13	345	451	297	378	503	7	16	41.21	41	82.21	-	10	5	8
Hatfield,	933	449,684 00	7	191	251	163	207	214	-	15	24.14	24.21	49.7	-	6	3	4
Middlefield,	1717	205,128 00	11	141	215	115	180	197	7	19	28	31	59	-	9	6	5
Northampton,	3750	1,150,167 00	21	1107	1027	727	765	1180	12	30	88.14	90.14	179	1	25	7	19
Norwich,	750	173,064 00	8	172	177	145	139	213	3	5	24.14	22	46.14	-	7	5	3
Pelham,	956	160,695 00	7	224	304	170	241	286	6	14	17.14	16	33.14	-	7	7	-
Plainfield,	910	203,390 00	8	192	233	150	194	217	12	22	22.21	25	47.21	-	7	6	3
Prescott,	780	148,537 00	5	121	178	102	140	207	2	22	12.7	14	26.7	-	4	5	8
South Hadley,	1458	271,438 00	10	330	373	268	308	375	-	3	40	36	76	-	10	2	3
Southampton,	1157	235,845 00	8	205	262	159	182	280	5	14	33	27.21	60.21	-	8	5	8
Ware,	1890	384,850 00	15	570	685	449	513	809	24	45	45.21	46	91.21	1	14	8	7
Westhampton,	759	165,067 00	7	142	156	106	134	167	2	11	27	22.14	49.14	-	7	6	1
Williamsburg,	1309	340,149 00	11	295	364	224	292	379	3	14	28.14	29.21	58.7	-	10	5	6
Worthington,	1197	307,851 00	11	284	320	201	251	311	20	40	51.7	32.14	83.21	-	11	9	2
Total,	30,897	7,298,351 00	226	6582	7848	5112	6258	8549	196	433	3.10	3.5	6.15	2	212	126	106

HAMPSHIRE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Amherst,	\$28 48	\$6 93	\$13 68	\$5 80	\$1500 00	18 00	1	11.14	60	\$950 00		19.14	37	\$1256 60	-	-	-
Belchertown,	24 82	6 00	12 82	5 52	1400 00	279 00	-	-	-	-		1.14	25	16 00	-	-	-
Chesterfield,	19 80	6 00	11 75	6 00	500 00	308 50	-	-	-	-		3	20	60 00	\$607 00	\$36 42	-
Cumington,	21 68	6 14	14 08	6 25	824 00	443 00	-	-	-	-		3	30	90 00	-	-	-
Easthampton,	23 62	8 00	14 83	8 00	450 00	397 00	1	11	200	3400 00		-	-	-	-	-	-
Enfield,	26 70	6 80	12 44	4 83	700 00	-	-	-	-	-		3.7	38	52 00	-	-	-
Goshen,	19 67	6 00	12 53	4 83	300 00	100 00	-	-	-	-		-	-	-	-	-	-
Granby,	19 70	5 80	13 00	5 11	850 00	75 00	-	-	-	-		3	20	70 00	-	-	-
Greenwich,	22 67	2 17	11 27	4 38	500 00	45 00	-	-	-	-		1.14	35	12 00	-	-	-
Hadley,	24 13	6 93	12 46	5 22	1300 00	30 00	1	11	50	600 00		-	-	-	-	-	-
Hatfield,	27 22	6 56	12 95	5 71	750 00	-	-	-	-	-		21	33	14 00	-	-	\$113 75
Middlefield,	20 17	6 00	12 76	6 00	490 00	448 00	-	-	-	-		-	-	-	-	-	-
Northampton,	29 06	8 33	12 81	6 15	4600 00	150 00	1	10	25	675 00		25	40	362 50	3106 87	186 41	-
Norwich,	18 50	6 00	12 62	6 00	300 00	250 00	-	-	-	-		5	24	60 00	-	-	-
Pelham,	19 57	5 00	9 55	4 00	400 00	122 00	-	-	-	-		-	-	-	-	-	-
Plainfield,	21 61	6 00	12 36	5 80	520 00	241 50	-	-	-	-		-	-	-	-	-	-
Prescott,	22 30	6 00	10 30	4 00	350 00	140 00	-	-	-	-		-	-	-	-	-	-
South Hadley,	24 00	7 50	14 02	6 00	1000 00	131 50	1	10	230	2760 00		2.21	40	73 00	-	-	159 31
Southampton,	20 80	6 00	13 57	6 00	500 00	-	1	3	30	90 00		8.14	23	278 00	-	-	-
Ware,	24 95	4 67	12 92	4 96	1600 00	39 00	-	-	-	-		-	-	-	-	-	-
Westhampton,	19 06	6 00	10 98	5 44	450 00	300 00	-	-	-	-		25	53	1023 70	-	-	-
Williamsburg,	23 60	7 60	12 30	5 45	700 00	311 00	-	-	-	-		3	20	60 00	-	-	-
Worthington,	20 78	6 00	13 28	6 00	500 00	549 75	-	-	-	-		9	17	92 00	-	-	-
							2	3	-	-		3	-	19 33	1848 67	110 92	146 98
Total,	22 73	6 19	12 57	5 59	20,484 00	4378 25	6	56.14	99	8775 00	40	116.21	34	3539 13	5562 54	333 75	420 04

HAMPDEN COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	SUMMER.	WINTER.
Blandford,	1427	\$397,051 00	16	309	345	244	256	395	15	20	54	49	103	-	14	7	7
Brimfield,	1419	443,410 00	10	282	376	200	301	426	6	41	36	32	68	-	10	8	3
Chester,	1632	241,729 00	14	256	326	182	236	440	8	22	49.14	39	88.14	-	14	7	8
Chicopee,*	-	-	20	1577	1594	942	1075	1698	10	75	112.21	94.14	207.7	4	25	8	21
Granville,	1414	289,889 00	9	248	268	175	202	349	12	22	39	28.14	67.14	-	9	8	1
Holland,	423	113,763 00	4	99	108	54	84	100	7	13	11.14	10	21.14	-	4	3	1
Longmeadow,	1270	341,713 00	11	241	334	198	273	335	10	22	36.14	45	81.14	-	8	6	5
Ludlow,	1268	370,099 00	10	270	355	209	266	315	10	18	32.21	32.7	65.21	-	10	6	4
Monson,	2151	630,773 86	16	426	544	298	234	521	24	16	60.21	49.7	110	-	16	12	4
Montgomery,	740	96,160 00	5	71	83	47	53	80	4	10	19	16.14	35.14	-	5	4	1
Palmer,	2139	695,519 00	19	739	962	505	688	838	18	43	45	52.14	97.14	2	15	10	12
Russell,	955	98,390 00	4	71	90	41	56	112	5	4	11	13.14	24.14	-	3	1	3
Southwick,†	1214	297,411 00	9	253	314	187	254	356	10	20	46.7	33.7	79.14	-	9	6	3
Springfield,	10,985	3,610,141 35	27	2118	2153	1274	1407	2146	-	78	61	61	122	5	32	7	36
Tolland,	627	167,916 00	6	98	108	70	83	130	2	20	19	20	39	-	5	1	5
Wales,	686	143,295 00	6	116	172	74	139	158	2	18	12.7	17.7	29.14	-	4	4	2
Westfield,	3526	899,510 00	19	702	841	520	620	932	25	36	80.14	72	152.14	-	17	7	14
W. Springfield,	3626	964,317 50	29	862	999	565	789	1149	22	38	102	93.7	195.7	-	24	14	14
Wilbraham,	1864	387,336 00	15	448	492	344	394	536	24	43	56	45	101	-	15	6	7
Total,	37,366	10,188,423 71	249	9186	10,464	6129	7410	11,016	214	559	3.15	3.7	6.22	11	239	125	151

* Population and Valuation included in Springfield.

† No Returns. From last year's Abstract.

HAMPDEN COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.	Average wages paid per mth., including value of board.	Average value of board per month.													
Blandford,	\$20 85	\$6 29	\$12 62	\$5 90	\$600 00	\$685 00	-	-	-	-	-	-	-	-	\$2300 00	\$138 00	-
Brimfield,	23 39	6 31	12 21	5 26	1200 00	156 00	-	3	12	\$56 50	1	15	20	180 00	-	-	-
Chester,	21 10	8 00	11 95	5 86	800 00	703 00	-	-	-	-	-	-	-	-	600 00	36 00	-
Chicopee,	38 39	9 00	15 70	6 04	7400 00	-	-	-	-	-	-	-	-	-	-	-	-
Granville,	19 75	6 00	10 52	5 00	600 00	365 00	-	9.14	29	312 00	3	-	-	-	-	-	-
Holland,	18 04	5 32	11 32	5 32	200 00	94 00	-	-	-	-	-	-	-	-	-	-	-
Longmeadow,	23 58	7 33	13 03	5 76	1250 00	142 00	-	-	25	400 00	1	11	-	-	1131 00	67 86	-
Ludlow,	23 83	6 17	11 71	5 00	950 00	250 00	-	-	-	-	-	-	-	-	-	-	-
Monson,	23 28	6 15	11 76	5 23	1200 00	487 75	1	11	92	\$1410 00	-	-	-	-	-	-	-
Montgomery,	17 06	6 00	10 14	5 00	300 00	181 00	-	-	-	-	-	-	-	-	-	-	-
Palmer,	24 14	6 82	12 84	5 44	1200 00	183 00	-	-	-	-	-	-	-	-	825 00	49 50	-
Russell,	22 00	8 00	12 33	6 33	250 00	175 00	-	-	-	-	-	-	-	-	-	-	-
Southwick,*	22 25	8 00	11 86	6 00	-	551 50	-	-	-	-	-	-	-	-	-	-	-
Springfield,	41 89	11 67	16 18	6 50	9630 00	-	-	-	-	-	-	-	-	-	-	-	-
Tolland,	19 00	6 00	13 46	6 00	322 00	78 00	-	-	-	-	-	-	-	-	-	-	-
Wales,	19 87	5 25	11 25	5 00	400 00	46 25	-	-	-	-	-	-	-	-	-	-	-
Westfield,	23 43	6 86	14 17	6 32	2000 00	154 00	1	10.14	101	1464 50	1	3	20	45 00	-	-	-
W. Springfield,	23 52	7 43	12 17	5 57	1700 00	1250 00	-	-	-	-	-	-	-	-	-	-	-
Wilbraham,	26 17	7 33	14 08	5 74	900 00	606 50	1	10.21	220	2200 00	-	22	15	267 00	14,647 54	839 10	-
Total,	23 76	7 05	12 59	5 64	30,902 00	6108 00	3	32. 7	138	5074 50	47	218	22	5378 00	54,170 18	3789 99	246 70

* No Returns. From last year's Abstract.

† To be apportioned between Springfield and Chicopee.

FRANKLIN COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.					THE SCHOOLS.			SUMMER.		WINTER.	
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.	Males.	Females.		Males.	Females.
Ashfield,	1610	\$326,945 00	14	333	380	261	308	560	8	37	44.21	39	83.21	-	14	7	7
Barnardston,	992	210,083 00	6	234	273	171	226	280	5	16	27	19	46	-	6	4	2
Buckland,	1084	159,844 00	8	215	274	183	210	286	10	19	24.14	22. 7	46.21	-	8	2	7
Charlemont,	1127	221,941 00	10	247	338	187	282	303	15	40	28	28.14	56.14	-	9	4	6
Coleraine,	1971	420,180 00	19	426	566	334	467	557	10	20	57. 7	54.14	111.21	-	16	9	10
Conway,	1409	422,558 00	18	325	401	269	343	424	7	49	55.21	48. 7	104	-	17	8	9
Deerfield,	1912	579,020 00	16	371	443	291	330	521	17	23	61	56	117	-	15	2	14
Erving,	309	58,785 00	2	93	100	79	69	107	2	-	6.14	6.21	13. 7	-	2	1	1
Gill,	798	180,386 00	6	184	209	146	180	219	6	13	21	18	39	-	6	3	3
Greenfield,	1756	561,175 00	10	452	501	374	408	585	8	15	49	39	88	1	11	6	6
Hawley,	977	175,187 00	11	262	330	184	267	299	10	37	30. 7	29	59. 7	-	11	7	4
Heath,	895	195,811 00	9	204	263	175	219	252	8	22	29. 7	25. 7	54.14	-	9	4	5
Leverett,	875	162,473 00	7	191	268	155	185	248	6	33	25	20.14	45.14	-	7	7	-
Leyden,	632	170,897 00	5	171	214	133	166	200	2	12	19	15.14	34.14	-	5	3	2
Monroe,	282	41,750 00	4	76	78	55	63	78	1	12	6	9.14	15.14	-	3	-	3
Montague,	1255	231,809 00	13	322	391	239	304	379	15	42	42	35. 7	77. 7	-	11	7	5
New Salem,	1305	262,313 00	12	315	345	250	287	371	23	32	35. 7	28.14	63.21	-	12	5	6
Northfield,	1673	436,876 00	14	400	487	299	371	422	16	59	38.14	38.14	77	-	14	6	8
Orange,	1501	289,298 00	14	337	500	279	430	456	10	61	20	30.21	50.21	-	10	7	7
Rowe,	703	159,424 00	7	166	195	130	160	189	10	12	24	24	48	-	7	1	7
Shelburne,	1022	255,944 00	10	212	299	174	246	343	9	21	40. 7	28. 7	68.14	-	13	6	4
Shutesbury,	987	177,954 00	10	210	274	173	226	267	7	26	23.14	26.21	50. 7	-	9	5	5
Sunderland,	719	183,279 00	7	158	233	138	180	208	6	26	24. 7	21	45. 7	-	6	2	5
Warwick,	1071	260,100 00	11	247	263	216	236	278	3	25	24.14	24. 7	48.21	-	10	7	4
Wendell,	875	183,735 00	11	114	273	81	186	221	15	24	10. 7	34	44. 7	-	4	-	11
Whately,	1072	220,927 00	6	179	238	164	222	272	5	26	21	18. 7	39. 7	-	6	4	2
Total,	28,812	6,548,694 00	260	6444	8136	5140	6571	8325	234	702	3. 1	2.24	5.25	1	241	117	143

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Ashfield,	\$20 14	\$5 28	\$11 37	\$4 56	\$700 00	\$450 00	1	5	32	\$160 00	1	3	17	\$51 00	-	\$56 69	-
Barnardston,	27 42	8 00	10 44	6 00	500 00	351 00	1	7.21	24	223 50	-	-	-	-	\$716 67	43 00	-
Buckland,	20 50	5 00	11 10	4 67	600 00	35 00	-	-	-	-	-	-	-	-	914 89	54 88	-
Charlemont,	23 50	6 00	12 67	5 57	600 00	225 00	-	-	-	-	2	4.14	35	155 00	-	-	-
Coleraine,	19 44	6 00	12 67	5 04	1000 00	714 00	-	-	-	-	3	5	26	98 00	-	-	-
Conway,	19 25	6 00	10 63	5 00	830 00	573 00	-	-	-	-	2	12	24	288 25	-	-	-
Deerfield,	26 00	7 00	14 42	5 75	1563 00	241 00	1	10	25	300 00	1	3	25	75 00	-	-	-
Erving,	35 00	9 00	12 12	5 12	250 00	-	-	-	-	-	-	-	-	-	-	-	\$53 00
Gill,	24 33	6 00	13 67	6 22	400 00	222 00	-	-	-	-	-	-	-	-	-	-	-
Greenfield,	26 91	7 83	14 63	6 54	1500 00	250 00	1	12	10	300 00	3	16	30	290 00	-	-	-
Hawley,	19 10	5 29	11 51	4 87	500 00	160 00	-	-	-	-	1	1.21	30	26 25	400 00	24 00	-
Heath,	21 67	5 00	10 68	5 00	810 00	310 00	-	-	-	-	-	-	-	-	-	-	-
Leverett,	20 01	5 51	9 60	4 14	496 00	197 50	-	-	-	-	1	3	25	75 00	-	-	-
Leyden,	20 33	6 00	13 40	6 00	300 00	247 00	-	-	-	-	3	5.14	33	92 50	-	-	-
Monroe,	-	-	12 46	5 00	209 53	92 50	-	-	-	-	1	1	10	4 00	207 33	12 44	-
Montague,	24 43	6 00	13 04	6 00	852 75	190 00	-	-	-	-	1	5	19	101 00	2877 00	170 00	-
New Salem,	22 33	5 13	13 39	5 06	800 00	110 31	1	11	32	399 14	3	5	19	101 00	-	-	-
Northfield,	23 33	7 00	12 12	4 69	1000 00	150 00	-	-	-	-	-	-	-	-	-	-	66 00
Orange,	25 10	6 10	12 30	5 21	800 00	-	-	-	-	-	4	15	20	45 00	400 00	24 00	-
Rowe,	20 00	4 00	11 60	4 00	500 00	83 00	-	-	-	-	3	7	37	286 00	-	-	-
Shelburne,	23 11	5 67	11 84	4 18	800 00	321 50	1	11	75	1500 00	1	1.14	18	12 00	200 00	12 00	-
Shutesbury,	19 40	4 80	10 25	3 94	500 00	40 50	-	-	-	-	2	4	20	117 20	-	-	-
Sunderland,	27 00	7 00	11 36	5 10	650 00	40 00	-	-	-	-	1	2.21	30	90 00	280 00	16 80	-
Warwick,	19 43	5 43	10 55	4 43	700 00	25 00	-	-	-	-	1	3	40	125 00	-	-	-
Wendell,	-	-	12 00	4 69	400 00	55 00	-	-	-	-	2	2.21	35	92 00	500 00	30 00	-
Whately,	21 75	6 00	12 12	4 41	650 00	86 00	-	-	-	-	3	4	12	39 59	690 00	41 40	-
												8.21	27	165 00	-	-	-
Total,	22 89	6 04	12 00	5 04	17,911 28	5169 31	6	56.21	33	2882 64	39	108.14	23	2227 79	7185 89	485 21	119 00

BERKSHIRE COUNTY.

TOWNS.	Popu- lation.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 14 and 15 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.	Males.	Females.
Adams,	3703	\$773,929 00	25	1150	1318	748	896	1575	27	58	88.14	98.21	187.7	2	20	12	13
Alford,	481	93,915 00	4	109	121	60	89	130	4	19	17.21	12.21	30.14	-	4	4	-
Becket,	1342	224,160 50	10	265	308	191	220	281	4	32	45	30.7	75.7	-	10	8	2
Cheshire,	985	322,385 00	8	234	227	172	170	280	19	15	34.7	23.14	57.21	-	8	6	2
Clarksburg,	370	56,219 00	4	92	101	67	84	129	1	8	10	10	20	-	3	3	-
Dalton,	1255	270,299 00	6	210	260	191	207	275	3	8	26	21.14	47.14	1	5	4	3
Egremont,	1038	239,858 00	5	211	255	136	174	246	9	16	26	15	41	-	5	5	-
Florida,	441	64,406 26	6	161	183	116	140	160	6	20	17.14	15.21	33.7	-	6	4	2
Gt. Barrington,	2704	625,125 00	17	638	674	465	499	794	20	35	83.7	56	139.7	-	17	12	3
Hancock,	922	317,950 00	7	128	191	106	135	236	7	8	21.14	22.14	44	-	5	5	2
Hinsdale,	955	231,330 00	7	244	265	184	217	320	2	12	30	26.7	56.7	-	7	2	5
Laurensborough,	1140	350,024 00	8	178	199	129	141	318	4	11	28.7	23.14	51.21	-	6	8	-
Lee,	2428	474,761 00	10	489	536	312	344	705	12	20	54.14	37.7	91.21	-	10	8	2
Lenox,	1313	310,978 00	7	227	288	157	184	340	3	20	28	26.21	54.21	-	7	6	1
Monterey,*	-	-	8	184	198	108	148	191	12	12	27.7	31.21	59	-	7	2	7
Mt. Washington,	438	52,126 00	3	102	96	53	77	115	5	9	12.14	6.7	18.21	-	3	3	-
New Ashford,	227	79,933 00	1	33	29	19	14	51	-	5	5	3.14	8.14	-	1	1	-
N. Marlborough,	1682	380,943 00	14	316	440	219	315	448	10	26	47	52	99	-	11	7	7
Otis,	1177	203,043 00	10	281	329	209	232	289	10	11	37	29.21	66.21	-	10	7	3
Peru,	576	158,872 00	7	109	159	62	110	135	10	25	24	21	45	-	7	4	3
Pittsfield,	3747	1,065,008 00	18	844	912	588	745	1167	12	35	85.21	78.7	164	1	16	10	9
Richmond,	1097	234,147 00	6	162	181	104	131	180	6	25	24	24	48	-	5	4	2
Sandisfield,	1464	374,508 00	16	317	388	229	290	370	17	28	59	46	105	-	14	6	10

Savoy,	915	120,311 00	9	249	248	155	154	279	12	37	29.14	17.14	47	-	9	3	5
Sheffield,	2322	631,882 00	13	545	627	337	423	760	10	32	63. 7	51	114. 7	-	13	12	1
Stockbridge,	1992	469,427 00	8	369	379	253	261	510	3	3	38	31. 7	69. 7	-	10	8	2
Tyringham,	1477	251,508 00	7	169	143	125	95	182	7	6	32.21	16. 7	49	-	7	3	2
Washingdon,	991	133,853 00	8	245	195	169	121	255	7	26	35.21	19.21	55.14	-	8	4	2
W. Stockbridge,	1448	289,313 00	7	347	366	237	182	426	10	20	31.14	26.14	58	-	7	5	2
Williamstown,	2153	547,740 00	14	487	566	281	367	760	10	25	61. 7	47. 7	108.14	-	13	12	2
Windsor,	897	194,223 00	10	196	164	136	129	225	14	24	39. 7	18.14	57.21	-	10	4	3
Total,	41,680	9,546,926 76	283	9351	10,346	6318	7294	12,132	276	611	4. 3	3. 9	7.12	4	264	182	95

* Population and Valuation included in Tyringham.

BERKSHIRE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth. including value of board.	Average value of board per month.	Average wages paid per mth. including value of board.	Average value of board per month.													
Adams,	\$21 77	\$6 50	\$13 66	\$5 42	\$3543 75	\$510 75	1	10	66	\$850 00	6	26.14	24	\$498 00	\$3300 00	\$200 00	-
Alford,	19 80	6 00	11 50	6 00	250 00	203 20	-	-	-	-	2	2.21	21	39 00	-	-	-
Becket,	22 87	8 00	12 65	6 00	600 00	580 00	-	-	-	-	-	-	-	-	2200 00	132 00	-
Cheshire,	19 83	6 33	12 22	5 50	600 00	400 00	-	-	-	-	-	-	-	-	-	-	-
Clarksburg,	23 00	7 00	11 33	6 00	200 00	170 00	-	-	-	-	1	2	20	12 00	350 00	21 00	-
Dalton,	22 20	7 60	11 57	5 62	500 00	328 00	-	-	-	-	-	-	-	-	-	-	-
Egremont,	22 90	6 00	12 90	6 00	525 00	301 50	-	-	-	-	3	7	33	175 00	-	-	-
Florida,	19 50	6 00	9 55	4 00	300 00	146 00	-	-	-	-	-	-	-	-	180 00	10 80	-
Gt. Barrington,	17 62	4 41	11 70	4 35	1100 00	350 00	1	11	56	1200 00	1	10	25	900 00	960 71	57 64	-
Hancock,	22 20	6 00	13 14	5 71	300 00	371 28	-	-	-	-	3	12	6	146 00	200 00	12 00	-
Hinsdale,	23 00	8 00	14 82	7 58	500 00	415 00	1	7	60	650 00	4	4.14	34	35 00	-	-	-
Lanesborough,	19 87	6 00	13 00	6 00	600 00	510 00	-	-	-	-	4	23	15	400 00	3370 50	202 23	-
Lee,	23 62	8 25	13 70	5 90	1180 00	400 00	-	-	-	-	2	20	33	900 00	1600 00	96 00	-
Lenox,	24 33	8 00	15 00	8 00	700 00	617 00	1	11	30	550 00	2	-	-	-	-	-	-
Monterey,	21 25	8 00	11 11	6 00	325 00	407 25	-	-	-	-	1	4.14	15	60 00	612 00	36 72	\$67 41
Mt. Washington,	19 33	6 00	11 33	6 00	267 47	123 00	-	-	-	-	1	1.21	18	10 50	100 00	6 00	-
New Ashford,	21 00	6 00	11 33	6 00	75 00	61 00	-	-	-	-	-	-	-	-	-	-	-
N. Marlborough,	23 57	6 00	11 03	5 00	700 00	644 00	-	-	-	-	1	2	15	48 75	2007 84	120 47	204 78
Otis,	23 69	8 00	12 06	6 00	550 00	517 00	-	-	-	-	2	12	19	112 00	-	-	-
Peru,	24 54	7 00	11 40	6 00	300 00	325 00	-	-	-	-	2	2	17	40 00	370 33	22 22	-
Pittsfield,	28 36	8 45	13 17	5 94	2800 00	226 00	-	-	-	-	6	56	56	6570 00	2500 00	160 00	-
Richmond,	20 32	7 00	11 78	6 00	300 00	357 01	-	-	-	-	1	3	12	36 00	-	-	-

Sandisfield,	22 50	6 33	12 60	6 09	800 00	630 00	-	-	-	-	-	2	5	19	94 00	4654 00	279 25	-
Savoy,	19 55	6 00	12 43	4 00	348 75	150 00	-	-	-	-	-	3	4.	30	34 00	1271 98	76 32	-
Sheffield,	25 79	8 00	13 29	6 00	1875 00	500 00	-	-	-	-	-	1	11	20	180 00	4153 88	249 25	-
Stockbridge,	21 37	6 00	9 75	4 00	1000 00	201 00	1	11	39	707 21	-	3	34	15	521 00	-	-	-
Tyringham,	20 67	4 50	9 50	4 00	300 00	139 00	-	-	-	-	-	-	-	-	-	600 00	36 00	-
Washington,	20 91	8 00	11 94	6 00	450 00	407 00	-	-	-	-	-	-	-	-	-	-	-	-
W. Stockbridge,	25 70	7 60	13 61	6 00	500 00	373 44	-	-	-	-	-	2	6.	23	131 25	-	-	153 00
Williamstown,	22 02	8 17	12 04	4 80	1500 00	-	-	-	-	-	-	2	21	29	1144 00	-	-	-
Windsor,	18 75	6 00	11 59	5 08	400 00	90 00	-	-	-	-	-	1	3	19	57 00	700 00	42 00	-
Total,	22 00	6 81	12 15	5 62	23,389 97	10,453 43	5	50	50	3957 21	273.14	56	273.14	26	12,143 50	29,131 24	1779 90	425 19

NORFOLK COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.	Females.
Bellingham,	1055	\$272,850 00	8	209	302	167	231	309	9	27	19.21	31.14	51.7	-	7	3	6
Braintree,	2168	531,786 00	11	569	552	444	422	709	13	29	48.14	45.7	93.21	3	8	8	3
Brookline,	1365	743,963 00	6	267	283	205	223	433	-	-	36	36	72	2	6	2	6
Canton,	1995	562,028 00	8	457	502	368	412	544	3	13	33	26	59	2	6	4	5
Cohasset,	1471	306,717 00	8	282	418	216	321	394	-	38	28.21	29.14	58.7	-	5	5	3
Dedham,	3290	1,218,548 00	17	826	885	689	752	875	2	35	85	77	162	3	14	10	7
Dorchester,	4875	1,691,245 00	21	1414	1367	946	983	1659	2	38	125.14	125.14	251	7	22	8	21
Dover,	520	192,309 00	4	77	114	67	97	120	4	14	14	13.14	27.14	-	4	3	1
Foxborough,	1298	260,578 00	8	359	450	289	324	421	7	25	25.21	25.14	51.7	-	8	4	4
Franklin,	1717	417,078 00	10	384	394	273	274	480	18	19	35.7	30.21	66	-	10	3	7
Medfield,	883	229,174 00	4	149	211	129	178	201	4	23	11	16	27	-	3	3	1
Medway,	2043	492,325 00	10	455	565	398	462	525	23	58	34.14	31.21	66.7	-	10	7	3
Milton,	1822	663,247 00	6	425	414	267	247	459	11	-	35	30	65	3	6	3	4
Needham,	1488	383,056 00	6	349	396	283	315	432	4	8	24.7	20.21	45	-	9	5	3
Quincy,	3486	912,105 00	13	1019	1028	658	670	1135	-	15	78	71	149	4	2	6	7
Randolph,	3213	787,015 00	10	710	716	469	496	984	35	41	47.21	25.14	73.7	2	11	8	2
Roxbury,	9089	3,257,503 00	34	2633	2709	2208	2286	3655	35	20	198	204	402	9	51	11	51
Sharon,	1076	310,461 00	5	210	249	159	202	244	-	25	19	16.7	35.7	-	5	4	1
Stoughton,	2142	389,888 00	12	675	686	487	492	751	22	31	47.7	42	89.7	1	11	4	8
Walpole,	1491	398,479 00	6	357	387	293	327	426	4	3	23.14	24	47.14	-	6	6	1
Weymouth,	3738	868,081 00	19	964	958	641	701	1161	20	21	91.21	64.7	156	1	15	11	8
Wrentham,	2915	634,091 00	20	652	744	527	606	811	13	60	74.14	62.14	137	-	20	8	12
Total,	53,140	15,522,527 00	246	13,442	14,330	10,183	11,021	16,728	196	543	4.17	4.7	8.24	37	240	126	164

NORFOLK COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Bellingham,	\$26 33	\$7 67	\$15 09	\$5 77	\$800 00	\$18 00	-	-	-	-	4	7.14	15	\$136 00	\$418 16	\$25 09	\$140 63
Braintree,	33 55	9 50	17 44	6 06	2000 00	-	-	-	-	-	4	25	32	1148 00	5000 00	300 00	-
Brookline,	64 58	15 00	20 55	8 67	3200 00	-	-	-	-	-	3	36	42	558 00	-	-	-
Canton,	34 87	10 00	17 00	6 33	1600 00	150 00	-	-	-	-	1	12	17	300 00	-	-	-
Cohasset,	31 00	5 60	12 62	6 37	1200 00	-	-	-	-	-	1	6	30	350 00	-	-	-
Dedham,	39 75	10 90	16 39	7 05	5000 00	-	-	-	-	-	3	21	21	588 00	440 00	26 40	-
Dorchester,	64 12	14 12	27 31	8 65	9002 00	-	-	-	-	-	8	82	32	2892 00	9307 28	549 86	-
Dover,	26 00	8 67	12 50	6 30	500 00	-	-	-	-	-	-	-	-	-	-	-	63 00
Foxborough,	34 77	9 37	14 31	5 68	1200 00	-	-	-	-	-	1	4.7	70	70 00	-	-	-
Franklin,	28 40	7 07	15 41	5 44	1200 00	-	-	-	-	-	2	4	30	143 00	-	-	-
Medfield,	36 00	9 33	15 87	6 12	500 00	-	-	-	-	-	-	-	-	-	3765 19	225 91	-
Medway,	35 71	8 57	15 50	5 88	1500 00	-	-	-	-	-	5	10	35	310 00	200 00	12 00	-
Milton,	34 63	10 25	18 60	7 60	2000 00	-	1	6	25	\$350 00	3	30	60	1050 00	-	-	-
Needham,	31 00	9 60	17 50	6 83	1110 00	-	-	-	-	-	1	10	25	500 00	1500 00	90 00	-
Quincy,	38 04	10 00	13 55	6 20	3400 00	-	-	-	-	-	3	29	27	576 66	1250 00	75 00	-
Randolph,	31 33	9 22	14 91	5 58	2000 00	-	-	-	-	-	1	2.14	13	16 25	10,600 00	530 00	-
Roxbury,	69 76	16 00	21 00	8 00	19,877 27	-	-	-	-	-	32	384	20	14100 00	74,000 00	4440 00	-
Sharon,	35 25	9 00	15 67	5 36	600 00	-	-	-	-	-	-	-	-	-	2710 00	172 01	150 86
Stoughton,	32 07	9 47	17 51	5 82	1700 00	-	-	-	-	-	1	10.14	20	240 00	-	-	-
Walpole,	39 50	10 40	18 47	7 33	1500 00	-	-	-	-	-	-	-	-	-	-	-	-
Weymouth,	38 79	9 71	15 62	5 14	3000 00	-	-	-	-	-	2	16	22	350 00	7000 00	420 00	-
Wrentham,	28 00	6 75	15 67	5 35	2100 00	-	-	-	-	-	3	13	28	821 00	2001 71	120 10	341 86
Total,	37 88	9 83	16 75	6 43	64,989 27	168 00	1	6	25	350 00	78	702.21	27	24,148 91	118,192 34	6986 37	696 35

BRISTOL COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.	Females.
Attleborough,	3585	\$800,684 00	24	432	790	360	635	943	11	38	52.14	83.21	136. 7	-	16	13	11
Berkley,	886	170,514 34	7	90	250	84	199	223	2	32	6.14	20.21	27. 7	-	3	3	4
Dartmouth,	4135	1,043,713 50	25	775	891	526	645	1046	7	43	104.21	97.21	202.14	1	23	14	11
Dighton,	1378	348,087 00	11	280	392	200	284	385	8	33	30. 7	38	68. 7	-	9	10	1
Easton,	2074	421,385 00	10	513	538	382	401	647	10	35	31	30.21	61.21	-	11	6	4
Fairhaven,	3951	1,547,771 30	24	957	1013	714	716	1205	12	13	125.21	107	232.21	3	23	12	13
Fall River,	6738	2,552,121 00	25	2534	2267	1294	1380	2834	-	45	130.14	116. 7	246.21	3	35	9	28
Freetown,	1772	387,783 50	11	247	398	168	281	434	8	45	28	28. 7	56. 7	1	7	7	2
Mansfield,	1382	295,270 00	8	277	330	200	265	396	7	10	24	20. 7	44. 7	-	6	3	4
New Bedford,	12,087	6,149,520 00	28	2445	2446	2024	2024	3755	20	73	168	168	336	7	51	7	51
Norton,	1545	578,670 00	9	386	442	270	309	491	6	51	25.21	31	56.21	-	9	6	3
Pawtucket,	2184	539,689 00	10	757	805	511	484	1024	15	10	39.14	53.21	93. 7	2	12	2	13
Raynham,	1329	264,412 00	7	334	375	243	316	397	8	26	21.21	18.14	40. 7	-	7	6	1
Rehoboth,	2169	482,043 00	15	370	559	252	412	494	21	56	39.14	44.21	84. 7	-	11	10	5
Seekonk,	1996	401,433 00	14	390	466	296	329	504	18	32	45	37. 7	82. 7	-	13	10	3
Somerset,	1005	231,952 00	5	87	271	60	202	244	-	27	10	19	29	-	2	5	-
Swansey,	1484	359,889 00	10	203	359	145	279	320	6	42	16. 7	28	44. 7	-	6	9	1
Taunton,	7645	2,260,401 80	35	1720	1630	1042	1217	2512	48	123	121.21	117.21	239.14	3	30	22	12
Westport,	2820	658,355 40	20	573	683	441	520	750	10	8	81	69.14	150.14	2	18	18	2
Total,	60,165	19,493,685 84	298	13,370	14,905	9212	10,898	18,604	217	742	3.19	3.22	7.13	22	292	172	169

BRISTOL COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Comm. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Attleborough,	\$27 13	\$7 46	\$15 57	\$5 23	\$2109 89	\$77 50	-	-	-	-	5	18.14	23	\$475 00	\$11,750 00	\$700 00	-
Berkley,	22 50	5 17	12 43	3 28	500 00	-	-	-	-	-	4	12	20	80 00	-	-	-
Dartmouth,	23 63	6 21	13 31	4 90	2500 00	1600 00	-	-	-	-	20	54	30	845 50	-	-	\$170 24
Dighton,	26 43	8 00	14 90	6 00	1000 00	112 00	-	-	-	-	4	7.21	19	65 00	-	-	-
Easton,	30 49	6 93	14 57	5 55	1500 00	-	-	-	-	-	4	9.7	29	146 00	-	-	-
Fairhaven,	29 19	8 83	15 04	5 83	5000 00	125 00	-	-	-	-	4	47	21	1254 00	-	-	-
Fall River,	39 33	9 70	16 81	5 66	8600 00	-	-	-	-	-	12	104	22	1820 00	-	-	-
Freetown,	26 12	7 37	13 45	5 14	1000 00	-	-	-	-	-	4	15	20	170 00	-	-	-
Mansfield,	24 67	8 50	16 11	6 04	856 00	-	-	-	-	-	2	11.14	30	472 00	1000 00	50 00	-
New Bedford,	61 31	15 71	17 17	7 43	16,600 00	-	1	10	63	\$2210 00	23	217.14	18	4974 18	-	-	-
Norton,	28 85	7 38	15 79	6 16	1200 00	-	1	10	37	810 00	5	12.7	23	117 52	-	-	-
Pawtucket,	45 00	9 00	14 65	6 54	2400 00	-	-	-	-	-	3	4.7	32	100 00	-	-	-
Raynham,	27 75	7 64	13 87	5 25	800 00	-	-	-	-	-	5	15	20	162 00	-	-	-
Rehoboth,	24 13	7 00	13 36	4 50	900 00	322 00	-	-	-	-	2	2.14	20	24 00	366 33	22 00	139 35
Seekonk,	26 70	8 20	12 71	4 46	1100 00	500 00	-	-	-	-	1	11	40	600 00	-	-	242 00
Somerset,	28 80	8 00	13 50	6 00	600 00	64 00	-	-	-	-	2	7	22	65 00	-	-	-
Swansey,	24 75	8 00	13 00	6 00	600 00	259 50	-	-	-	-	4	12.14	22	184 00	-	-	-
Taunton,	29 51	8 02	14 16	5 28	6000 00	50 00	1	11	100	1600 00	16	100 00	22	2000 00	-	-	-
Westport,	25 86	7 25	12 61	4 50	1500 00	-	-	-	-	-	-	-	-	-	-	-	-
Total,	30 11	8 12	14 37	5 46	54,765 89	3110 00	3	31	67	4620 00	120	661	23	13,554 20	13,116 33	772 00	551 59

PLYMOUTH COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.					AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	Males.	Females.	Males.	Females.
Abington, Bridgewater, Carver, Duxbury, E. Bridgewater, Halifax, Hanover, Hanson, Hingham, Hul, Kingston, Marshfield, Middleborough, N. Bridgewater, Pembroke, Plymouth, Plympton, Rochester, Scituate, Wareham, W. Bridgewater,	3214 2131 995 2798 1950 734 1488 1040 3564 231 1440 1761 5085 2616 1258 5281 834 3864 3886 2002 1201	\$491,876 00 528,600 00 192,694 00 713,667 00 343,493 00 150,133 00 321,187 00 234,420 00 812,613 00 58,124 00 398,488 00 448,473 00 1,042,357 00 423,514 00 302,260 00 1,598,880 00 174,124 00 750,693 00 899,380 00 518,290 00 291,453 00	14 13 6 13 10 5 8 9 11 1 7 9 38 15 8 35 6 24 21 13 7	1025 431 270 476 489 150 359 285 645 44 295 372 1054 705 273 1333 194 357 841 585 269	731 524 269 525 482 166 391 204 688 39 352 450 1185 794 314 1265 212 946 923 640 293	702 305 192 419 383 113 261 217 447 37 209 280 853 550 200 921 149 287 597 422 199	522 396 155 409 393 123 301 163 434 34 267 357 881 603 253 949 158 772 718 512 231	1159 581 319 700 548 180 440 297 864 60 335 472 1218 891 330 1522 216 1144 986 749 347	38 7 9 15 19 7 8 13 - 6 4 7 18 10 9 27 5 17 10 12	52 17 34 12 22 19 12 8 14 2 25 27 102 28 25 18 21 130 68 8 22	84 55. 7 29 62 22 15 40.14 30. 7 67.14 6 40. 7 37.14 146.14 56. 7 34 193. 7 28. 7 39.21 92 51. 7 22.21	38 42 18 52.14 25 16 24. 7 16 61.14 3 30 35.14 125 49. 7 23 146. 7 21. 7 70.21 64 39 23.21	122 97. 7 47 114.14 73.21 31 64.21 46. 7 129 9 70. 7 73 271.14 105.14 57 339.14 49.14 110.14 156 90. 7 46.14	2 - - 1 - - - - 4 - - - - 1 - - - - - 1 - -	14 13 6 12 10 5 8 9 7 1 7 8 37 16 8 31 6 12 7 11 4 20 12 7	5 8 4 10 8 4 6 3 5 1 5 6 27 12 6 7 11 4 18 15 7 4	7 5 1 3 1 1 2 3 6 - 3 4 12 6 1 24 2 6 6 5 3
Total,	47,373	10,694,719 00	273	10,452	11,393	7743	8631	13,358	251	666	4. 9	3.11	7.20	13	249	170	101

PLYMOUTH COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies, Private Schools, and Schools kept to prolong Comm. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Abington,	\$36 93	\$9 21	\$16 47	\$5 85	\$3000 00	-	-	-	-	\$180 00	2	13.21	29	\$634 00	-	-	-
Bridgewater,	28 75	7 75	13 51	5 26	2000 00	-	1	10	40	\$180 00	13	13	20	130 00	-	-	-
Carver,	27 50	7 25	13 07	5 64	600 00	\$290 50	-	-	-	800 00	2	13	26	348 00	-	-	200 00
Duxbury,	33 05	9 40	13 40	5 00	2100 00	-	1	10	45	-	1	11	27	418 00	-	-	-
E. Bridgewater,	29 45	7 45	14 27	5 48	1500 00	-	-	-	-	-	1	1.21	33	15 75	-	-	-
Halifax,	28 25	7 75	12 17	4 75	500 00	45 00	-	-	30	250 00	-	-	-	-	-	-	-
Hanover,	27 00	6 50	12 60	4 20	1200 00	-	1	8	-	-	-	-	-	-	-	-	-
Hanson,	25 97	5 97	13 06	4 14	800 00	-	-	12	76	900 00	3	36	16	288 00	\$9452 09	472 60	-
Hingham,	33 33	13 00	15 60	8 66	3097 05	-	1	-	-	-	1	2	12	10 00	-	-	-
Hull,	29 67	9 67	11 67	5 67	200 00	-	-	-	-	-	1	11	22	1650 00	-	-	-
Kingston,	35 40	9 40	15 29	6 04	1600 00	-	-	-	-	-	2	2.14	14	14 80	-	-	-
Marshfield,	28 50	6 67	12 58	4 25	1300 00	-	-	-	-	-	-	-	-	-	-	-	-
Middleborough,	26 74	6 55	13 51	5 68	4000 00	793 00	1	10	60	1092 12	-	-	-	-	295 60	17 73	276 20
N. Bridgewater,	34 12	8 04	14 47	5 47	2000 00	-	1	10	50	800 00	3	14	39	151 00	-	-	-
Pembroke,	29 19	7 17	11 33	3 81	1000 00	-	-	-	-	-	2	12	22	121 00	-	-	-
Plymouth,	34 41	8 45	14 45	6 34	7000 00	548 00	-	-	-	-	9	77	18	1375 00	-	-	-
Plympton,	24 75	8 00	14 50	6 00	600 00	250 41	-	-	-	-	-	-	-	-	-	-	-
Rochester,	27 80	7 58	13 27	5 21	2000 00	142 00	-	-	-	-	23	104	25	1553 00	-	-	-
Scituate,	32 47	8 47	12 25	4 20	3000 00	-	-	-	-	-	-	-	-	-	-	-	-
Wareham,	32 28	7 57	14 91	5 94	1800 00	200 00	-	-	-	-	4	20	18	237 00	-	-	-
W. Bridgewater,	30 25	6 75	14 30	4 58	1000 00	-	-	-	-	-	1	1	40	16 00	-	-	-
Total,	30 28	8 03	13 65	5 34	40,297 05	2268 91	6	60	50	4022 12	68	332	23	6961 55	9747 69	490 33	476 20

BARNSTABLE COUNTY.

TOWNS.	Popula- tion.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attend- ance in all the Schools.		No. of persons between 4 and 16 years of age in the town.	No. of persons under 4 years of age who at- tend School.	No. over 16 years of age who attend School.	AGGREGATE LENGTH OF THE SCHOOLS.			NUMBER OF TEACHERS.			
				In Sum- mer.	In Win- ter.	In Sum- mer.	In Win- ter.				Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	SUMMER.		WINTER.	
														Males.	Females.		Males.	Females.
Barnstable,	4301	\$785,856 00	21	*307	1307	*249	914	1222	13	72	18	73.14	91.14	-	*9	*17	*10
Brewster,	1522	211,275 00	6	262	358	187	218	390	6	36	38.14	19	57.14	1	5	5	1
Chatham,	2334	285,962 00	12	474	579	319	392	616	29	86	73	34.7	107.7	-	12	11	1
Dennis,	2912	423,279 00	14	705	738	480	565	912	28	100	103	48	151	1	14	12	4
Eastham,	955	127,764 00	5	225	290	170	245	260	12	65	21.21	15	36.21	-	5	5	-
Falmouth,	2589	682,998 00	20	466	611	376	524	710	5	78	63.14	47	110.14	-	17	12	6
Harwich,	2930	238,932 00	16	747	958	457	630	1033	69	60	91.14	47	138.14	-	16	14	3
Orleans,	1974	173,335 00	10	453	616	327	455	539	23	91	36.21	28.7	65	-	10	10	-
Provincetown,	2122	423,050 00	8	527	708	406	506	617	-	90	24	34	58	-	11	4	10
Sandwich,	3719	788,723 00	23	508	1090	408	873	1261	-	105	40	89	129	1	11	15	8
Truro,	1920	130,491 00	10	309	505	238	412	650	-	50	28.21	22.21	51.14	-	9	10	2
Wellfleet,	2377	159,552 00	10	538	718	407	550	700	10	83	55.14	30	85.14	-	12	10	3
Yarmouth,	2554	465,466 00	15	448	557	333	435	672	16	70	57.7	37.7	94.14	-	12	11	3
Total,	32,209	4,896,683 00	170	5969	9035	4357	6719	9582	211	986	3.23	3.2	6.25	3	143	136	51

* From last year's Abstract, the Returns of the present year being defective.

BARNSTABLE COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Barnstable,	*37 56	*9 06	*14 51	*4 98	\$4400 00	\$118 00	-	-	-	-	16	64	25	\$800 00	-	-	-
Brewster,	30 67	8 17	10 42	4 33	800 00	600 00	-	-	-	-	1	5	30	150 00	-	-	-
Chatham,	31 23	7 27	11 31	3 90	1200 00	600 00	1	7.14	40	\$350 00	-	-	-	-	-	-	-
Dennis,	28 08	7 00	11 18	3 86	1200 00	-	-	-	-	-	15	75	40	1600 00	-	-	-
Eastham,	26 50	6 00	12 00	3 40	450 00	35 00	-	-	-	-	2	4	50	35 00	-	-	\$80 00
Falmouth,	31 83	8 00	12 76	4 38	1200 00	392 22	1	8.14	65	325 00	15	32	18	425 00	-	-	320 00
Harwich,	28 53	7 82	12 87	5 71	1300 00	750 00	1	11	40	600 00	1	11	30	330 00	-	-	-
Orleans,	26 50	7 00	9 48	2 40	1100 00	-	-	-	-	-	6	11.14	32	92 50	-	-	-
Provincetown,	40 00	9 50	14 00	5 71	2000 00	-	-	-	-	-	5	18	20	450 00	-	-	-
Sandwich,	30 69	8 62	17 44	6 27	2308 33	100 00	1	12	25	360 00	17	90	16	1122 00	-	-	376 03
Truro,	26 40	6 00	9 70	3 80	875 00	-	1	12	45	540 00	-	-	-	-	-	-	-
Wellfleet,	35 90	8 10	13 77	5 18	1000 00	480 00	-	-	-	-	1	3	30	72 00	\$1333 34	\$80 00	-
Yarmouth,	29 36	8 27	12 77	5 00	1500 00	150 00	1	5.14	20	70 00	8	33	23	1100 00	-	-	-
Total,	31 02	7 75	12 48	4 53	19,333 33	2625 22	6	56.14	39	2245 00	87	346.14	25	6176 50	1333 34	80 00	776 03

* From last year's Abstract, the Returns of the present year being defective.

DUKES COUNTY—Continued.

TOWNS.	MALES.		FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per month, including value of board.	Average value of board per month.	Average wages paid per month, including value of board.	Average value of board per month.													
Chilmark,	\$31 00	\$7 67	\$12 00	\$4 00	\$400 00	-	-	8	16	-	3	8	16	\$38 88	-	-	-
Edgartown,	24 16	7 33	13 60	4 70	1200 00	-	-	48.21	19	-	7	48.21	19	821 00	-	-	-
Tisbury,	33 60	7 80	12 57	5 57	900 00	-	1	29	20	-	9	29	20	410 00	-	-	-
Total,	29 59	7 60	12 72	4 76	2500 00	-	1	85.21	19	-	19	85.21	19	1269 88	-	-	-

NANTUCKET COUNTY—Continued.

Nantucket,	\$60 00	\$18 40	\$16 75	\$10 46	\$9267 06		-	-	1	-	-	204	21	\$6290 00				17	204		21	\$6290 00								
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RECAPITULATION.

COUNTIES.	Number of towns which have made returns.	Population.	Valuation.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons between 4 and 16 years of age in the counties.	No. of persons under 4 years of age who attend School.	No. over 16 years of age who attend School.	Average length of the Schools.	No. of Teachers, including Summer and Winter terms.		MALES.		
					In Summer.	In Winter.	In Summer.	In Winter.					Males.	Females.	Average wages paid per month, including value of board.	Average value of board per month.	
Suffolk,	3	95,773	\$110,000,000 00	212	20,870	20,815	15,831	15,738	23,257	-	109	11.27	132	582	\$67 83	\$14 00	
Essex,	29	94,987	31,110,204 00	367	21,790	21,467	16,706	16,206	29,393	217	885	9.22	264	554	33 74	9 08	
Middlesex,	48	106,611	37,592,082 00	508	31,620	33,141	21,053	22,890	33,063	544	1664	8. 6	347	820	36 51	9 77	
Worcester,	57	95,313	29,804,316 00	623	22,614	27,834	17,337	21,899	29,032	764	2478	5.23	414	851	27 92	7 29	
Hampshire,	23	30,897	7,298,351 00	226	6,582	7,848	5,112	6,258	8,549	196	433	6.15	128	318	22 73	6 19	
Hampden,	18	37,366	10,188,423 71	249	9,186	10,464	6,129	7,410	11,016	214	559	6.22	136	390	23 76	7 05	
Franklin,	26	28,812	6,548,694 00	260	6,444	8,136	5,140	6,571	8,325	234	702	5.25	118	384	22 89	6 04	
Berkshire,	31	41,680	9,546,926 76	283	9,351	10,346	6,318	7,294	12,132	276	611	7.12	186	359	22 00	6 81	
Norfolk,	22	53,140	15,522,527 00	246	13,442	14,330	10,183	11,021	16,728	196	543	8.24	163	404	37 88	9 83	
Bristol,	19	60,165	19,493,685 84	298	13,370	14,905	9,212	10,898	18,604	217	742	7.13	194	461	30 11	8 12	
Plymouth,	21	47,373	10,694,719 00	273	10,452	11,393	7,743	8,631	13,358	251	666	7.20	183	350	30 28	8 03	
Barnstable,	13	32,209	4,896,683 00	170	5,969	9,035	4,357	6,719	9,582	211	986	6.25	139	194	31 02	7 75	
Dukes County,	3	3,958	1,107,343 00	19	553	615	378	405	1,093	6	41	5. 5	12	19	29 59	7 60	
Nantucket,	1	9,012	6,074,374 00	15	1,416	1,383	1,003	1,027	1,794	-	33	11.13	10	51	60 00	18 40	
Total,	315	737,700	299,878,329 31	3749	173,659	191,712	126,502	142,967	215,926	3326	10,452	7.24	2426	5737	34 02	9 00	

RECAPITULATION—Continued.

RECAPITULATION.

xxxviii

COUNTIES.	FEMALES.		Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Number of incorporated Academies.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorp. Academies, Private Schools, and Schools kept to prolong Com. Schools.	Aggregate of months kept.	Average No. of Scholars.	Aggregate paid for Tuition.	Amount of Local Funds.	Income from same.	Income of Surplus Revenue appropriated to Schools.
	Average wages paid per mth., including value of board.	Average value of board per month.													
Suffolk,	\$20 53	\$8 58	\$240,050 00	\$52 00	10	97.14	771	\$12,913 50	90	1080	2700	\$100,000 00	\$8,000 00	\$450 00	-
Essex,	13 20	5 62	87,321 75	204 01	11	109.14	597	13,095 00	156	1168	4047	25,222 15	70,285 00	4063 10	1226 13
Middlesex,	15 33	6 43	143,183 27	744 51	5	46	256	4,060 00	112	702. 7	2674	18,551 46	21,555 00	1394 40	322 64
Worcester,	13 54	5 56	75,632 46	4378 25	6	56.14	595	8,475 00	118	381.14	4096	15,317 72	16,340 63	959 38	223 49
Hampshire,	12 57	5 59	20,484 00	6108 00	3	32. 7	413	5,074 50	40	116.21	1395	3,539 13	5,562 54	333 75	420 04
Hampden,	12 59	5 64	30,902 00	5169 31	6	56.21	198	2,882 64	47	218	1057	5,378 00	54,170 18	3789 99	246 70
Franklin,	12 00	5 04	17,911 28	10,453 43	5	50	251	3,957 21	39	108.14	908	2,227 79	7,185 89	485 21	119 00
Berkshire,	12 15	5 62	23,389 97	168 00	1	6	25	350 00	56	273.14	1394	12,143 50	29,131 24	1779 90	425 19
Norfolk,	16 75	6 43	64,989 27	3110 00	6	31	200	4,620 00	78	702.21	2072	24,148 91	118,192 34	6986 37	696 35
Bristol,	14 37	5 46	54,765 89	2268 91	3	60	301	4,022 12	120	661	2764	13,554 20	13,116 33	772 00	551 59
Plymouth,	13 65	5 34	40,297 05	2625 22	6	56.14	235	2,245 00	68	332	1550	6,961 55	9,747 69	490 33	476 20
Barnstable,	12 48	4 53	19,333 33	-	1	-	-	-	87	346.14	2208	6,176 50	1,333 34	80 00	776 03
Dukes County,	12 72	4 76	2,500 00	-	1	-	-	-	19	85.21	361	1,269 88	-	-	-
Nantucket,	16 75	10 46	9,267 06	-	1	-	-	-	17	204	357	6,290 00	-	-	-
Total,	14 19	6 07	830,577 33	35,281 64	64	602	3864	61,694 97	1047	6380.14	27,583	240,780 79	354,620 18	21,584 43	5483 36

The following Table shows the sums appropriated by the several towns for the education of each child between 4 and 16 years of age. It thus exhibits their comparative liberality to their Public Schools. The Income of the Surplus Revenue, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The Income of Local School Funds is not included. Such funds are usually given on the express condition that their income shall be appropriated to schools, and the appropriation of it in this manner, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its Public Schools which may be so appropriated or not, at the option of the voters, or having a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account, the Surplus Revenue, and perhaps other town funds, are to be distinguished from school funds as generally held. The latter are usually donations, made to furnish means of education to be added to, and not subtracted from, those provided by a reasonable taxation. The returns do not so indicate the nature of Local Funds (with the exception of the Surplus Revenue) that mere school funds can be separated from those held by towns for general purposes, the income of which is appropriated to schools.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. Such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are also raised and applied to favor particular districts of a town, or classes of scholars, and not to benefit equally all that attend the Public Schools. Still, the contributions voluntarily made are exhibited in a separate column, as necessary to a complete statement of the provision made by the towns for the education of their children.

In the Table may be seen the rank of each town in the State in respect to its liberality to its schools, as compared with other towns for the year 1848-9; also, its rank in a similar scale for 1847-8. For example, Boston is highest upon the list the present year, which was second last year; and Brookline, which was No. 1, last year, is No. 2, this year.

A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated, by the different towns in the State, for the education of each child in the town between the ages of 4 and 16 years.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
2	1	BOSTON,	\$10 65.3	\$232,800 00	-	-	21,853	-
1	2	Brookline,	7 39	3,200 00	-	-	433	-
19	3	Charlestown,	6 79	24,955 00	-	-	3675	-
3	4	Somerville,	6 46.8	3,519 00	-	-	544	-
15	5	W. Cambridge,	6 26.9	2,683 00	-	-	428	-
26	6	Lexington,	6 12.7	2,500 00	-	-	408	-
25	7	Boxborough,	5 97	400 00	-	-	67	-
4	8	Dedham,	5 71.4	5,000 00	-	-	875	-
14	9	North Chelsea,	5 68.2	1,000 00	-	-	176	-
16	10	Cambridge,	5 49.7	18,249 53	-	-	3320	-
11	11	Brighton,	5 44.4	2,700 00	-	-	496	-
13	12	Roxbury,	5 43.8	19,877 27	-	-	3655	-
23	13	Dorchester,	5 42.6	9,002 00	-	-	1659	-
9	14	Concord,	5 37.6	2,500 00	-	-	465	-
5	15	Medford,	5 17.2	3,600 00	-	-	696	-
8	16	Nantucket,	5 16.6	9,267 06	-	-	1794	-
6	17	Chelsea,	5 09	6,250 00	-	-	1228	-
7	18	Watertown,	4 96.5	2,800 00	-	-	564	-
10	19	Lowell,	4 82.6	30,492 62	-	-	6318	-
30	20	Kingston,	4 77.6	1,600 00	-	-	335	-
20	21	Dover,	4 69.2	500 00	\$63 00	\$563 00	120	-
17	22	New Braintree,	4 67.8	800 00	-	-	171	-
31	23	Plymouth,	4 59.9	7,000 00	-	-	1522	\$548 00
24	24	Waltham,	4 54	3,500 00	-	-	771	-
49	25	Springfield,	4 48.7	9,630 00	-	-	2146	-
29	26	New Bedford,	4 42	16,600 00	-	-	3755	-
	27	Chicopee,*	4 35.8	7,400 00	-	-	1698	-
12	28	Milton,	4 35.7	2,000 00	-	-	459	-
27	29	Salem,	4 28.2	18,613 75	-	-	4347	-
32	30	Newburyport,	4 20.9	8,300 00	-	-	1972	-
38	31	Fairhaven,	4 14.9	5,000 00	-	-	1205	125 00
18	32	Worcester,	4 13.8	13,300 00	-	-	3214	50 00
21	33	Weston,	4 10.2	1,050 00	-	-	256	-
40	34	Hatfield,	4 03.6	750 00	113 75	863 75	214	-
48	35	Carlisle,	4 03.2	500 00	-	-	124	-
22	36	South Reading,	4 02.2	1,850 00	-	-	460	-
37	37	Littleton,	4 01.7	900 00	-	-	224	-
87	38	Lancaster,	3 99	3,200 00	-	-	802	-
39	39	Northampton,	3 89.8	4,600 00	-	-	1180	150 00
35	40	Billerica,	3 88.6	1,500 00	-	-	386	-
46	41	Malden,	3 82.2	3,000 00	-	-	785	-
51	42	Bolton,	3 76.4	1,091 65	-	-	290	-
53	43	Montgomery,	3 75	300 00	-	-	80	181 00
34	44	Sherburne,	3 74.5	925 00	-	-	247	-

* A newly-incorporated town.

BOARD OF EDUCATION.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
78	45	Longmeadow,	\$3 73.1	\$1250 00	-	-	335	\$142 00
61	46	Tyngsborough,	3 67	800 00	-	-	218	43 67
47	47	Paxton,	3 61.4	600 00	-	-	166	-
83	48	Barnstable,	3 60.1	4400 00	-	-	1222	-
103	49	Dunstable,	3 59.7	500 00	-	-	139	30 00
50	50	Hingham,	3 58.4	3097 05	-	-	864	-
99	51	Harvard,	3 52.8	1400 00	\$36 00	\$1436 00	407	-
64	52	Walpole,	3 52.1	1500 00	-	-	426	-
149	53	Newton,	3 49	4000 00	-	-	1146	-
100	54	Essex,	3 48.5	1300 00	-	-	373	-
55	55	Lawrence,	3 44.4	3750 00	-	-	1089	-
88	56	Bridgewater,	3 44.2	2000 00	-	-	581	-
36	57	Wayland,	3 37.1	900 00	-	-	267	-
54	58	Hull,	3 33.3	200 00	-	-	60	-
117	59	Haverhill,	3 33.2	4000 00	521 16	4521 16	1357	-
52	60	Danvers,	3 30.4	5451 00	553 20	6004 20	1817	-
28	61	Duxbury,	3 28.6	2100 00	200 00	2300 00	700	-
62	62	Middleborough,	3 28.4	4000 00	-	-	1218	793 00
43	63	Bedford,	3 26.5	800 00	-	-	245	-
113	64	Boxford,	3 25.5	700 00	61 77	761 77	234	-
82	65	Shirley,	3 23.7	780 00	-	-	241	-
57	66	Provincetown,	3 22.5	2000 00	-	-	617	-
135	67	Ashby,	3 22	900 00	50 00	950 00	295	-
93	68	Lynn,	3 21.9	10000 00	-	-	3107	-
41	69	Heath,	3 21.4	810 00	-	-	252	310 00
	70	W. Brookfield,*	3 21.4	900 00	-	-	280	40 00
44	71	Woburn,	3 16.8	3000 00	-	-	947	-
84	72	Harwich,	3 15.8	1200 00	-	-	380	-
59	73	Framingham,	3 13.1	3000 00	-	-	958	-
45	74	Sunderland,	3 12.5	650 00	-	-	208	40 00
75	75	Sharon,	3 07.7	600 00	150 86	750 86	244	-
74	76	Methuen,	3 07.7	1600 00	-	-	520	10 00
91	77	Acton,	3 07.7	1000 00	-	-	325	-
66	78	Reading,	3 05.8	2000 00	-	-	654	-
60	79	Cohasset,	3 04.6	1200 00	-	-	394	-
89	80	Bellingham,	3 04.4	800 00	140 63	940 63	309	18 00
72	81	Scituate,	3 04.3	3000 00	-	-	986	-
42	82	Dighton,	3 03.9	1000 00	170 24	1170 24	385	112 00
102	83	Fall River,	3 03.5	8600 00	-	-	2834	-
80	84	Pembroke,	3 03	1000 00	-	-	330	-
124	85	Ludlow,	3 01.6	950 00	-	-	315	250 00
69	86	Wrentham,	3 01.1	2100 00	341 86	2441 86	811	-
81	87	Petersham,	3 00	1200 00	-	-	400	54 25
155	88	Saugus,	3 00	1083 00	-	-	361	-
233	89	Deerfield,	3 00	1563 00	-	-	521	241 00
63	90	Quincy,	2 99.6	3400 00	-	-	1135	-
70	91	Tewksbury,	2 97.9	700 00	-	-	235	-
77	92	Stoneham,	2 97.3	1100 00	-	-	370	-
76	93	Chelmsford,	2 97	1500 00	-	-	505	-
65	94	Wilmington,	2 94.8	625 00	-	-	212	-
85	95	Canton,	2 94.1	1600 00	-	-	544	150 00
154	96	Sterling,	2 91.4	1300 00	-	-	446	-
201	97	Royalston,	2 89.8	1200 00	-	-	414	15 00
177	98	Westborough,	2 88.5	1200 00	-	-	416	-
152	99	W. Bridgewater,	2 88.2	1000 00	-	-	347	-

* A newly-incorporated town.

GRADUATED TABLE.

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For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the sup- port of schools.	Income of Surplus Revenue appropri- ated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contrib- uted for board and fuel.
56	100	Burlington,	\$2 87.1	\$300 00	\$58 93	\$358 93	125	-
67	101	Medway,	2 85.7	1500 00	-	-	525	-
143	102	Lynnfield,	2 85.7	600 00	-	-	210	-
156	103	Amesbury,	2 85.3	2000 00	-	-	701	-
79	104	Foxborough,	2 85	1200 00	-	-	421	-
284	105	Erving,	2 83.2	250 00	53 00	303 00	107	-
71	106	Braintree,	2 82.1	2000 00	-	-	709	-
97	107	Southborough,	2 81.7	800 00	-	-	284	-
146	108	Brimfield,	2 81.7	1200 00	-	-	426	\$156 00
33	109	Lincoln,	2 78	570 00	-	-	205	-
110	110	Halifax,	2 77.8	500 00	-	-	180	45 00
144	111	Plympton,	2 77.8	600 00	-	-	216	250 41
168	112	Winchendon,	2 77.3	1500 00	-	-	541	-
115	113	Marshfield,	2 75.4	1300 00	-	-	472	-
104	114	Lunenburg,	2 75.2	900 00	-	-	327	-
132	115	Phillipston,	2 75.2	600 00	-	-	218	-
185	116	E. Bridgewater,	2 73.7	1500 00	-	-	548	-
171	117	Hanover,	2 72.7	1200 00	-	-	440	-
94	118	N. Brookfield,	2 72.1	1200 00	-	-	441	-
90	119	Barre,	2 71.1	1800 00	-	-	664	50 00
179	120	Leicester,	2 70.4	1460 00	-	-	540	-
106	121	Westhampton,	2 69.5	450 00	-	-	167	300 00
158	122	Hanson,	2 69.4	800 00	-	-	297	-
73	123	Dracut,	2 69.2	1544 12	213 71	1757 83	653	75 00
119	124	Edgartown,	2 69.1	1200 00	-	-	446	-
304	125	Monroe,	2 68.6	209 53	-	-	78	92 50
105	126	Granby,	2 67.3	850 00	-	-	318	75 00
58	127	South Hadley,	2 66.7	1000 00	-	-	375	131 50
169	128	Seekonk,	2 66.3	1100 00	242 00	1342 00	504	500 00
166	129	Chilmark,	2 64.9	400 00	-	-	151	-
134	130	Marblehead,	2 64.6	4000 00	-	-	1512	-
151	131	Rowe,	2 64.5	500 00	-	-	189	83 00
123	132	Newbury,	2 63.2	2700 00	-	-	1026	-
182	133	Abington,	2 58.8	3000 00	-	-	1159	-
170	134	Ipswich,	2 58.5	1900 00	-	-	735	18 00
116	135	Hadley,	2 58.5	1300 00	-	-	503	30 00
174	136	Weymouth,	2 58.4	3000 00	-	-	1161	-
108	137	Charlton,	2 58	1200 00	-	-	465	160 70
101	138	Ashland,	2 58	800 00	-	-	310	-
125	139	Needham,	2 56.9	1110 00	-	-	432	-
68	140	Greenfield,	2 56.4	1500 00	-	-	585	250 00
163	141	N. Bridgewater,	2 55.5	2000 00	276 20	2276 20	891	-
120	142	Stow,	2 54.5	700 00	-	-	275	-
131	143	Warren,	2 53.8	1000 00	-	-	394	52 00
98	144	Douglas,	2 53.7	1200 00	-	-	473	-
145	145	Wales,	2 53.1	400 00	-	-	158	46 25
160	146	Northfield,	2 52.6	1000 00	66 00	1066 00	422	150 00
118	147	Warwick,	2 51.8	700 00	-	-	278	25 00
109	148	Franklin,	2 50	1200 00	-	-	480	-
133	149	Westford,	2 49.4	1000 00	-	-	401	-
206	150	Medfield,	2 48.8	500 00	-	-	201	-
122	151	Middlefield,	2 48.7	490 00	-	-	197	448 00
265	152	Tolland,	2 47.7	322 00	-	-	130	78 00
130	153	Enfield,	2 47.3	700 00	-	-	283	-
138	154	Sheffield,	2 46.7	1875 00	-	-	760	500 00

For 1847-48.	For 1848-49	TOWNS	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
159	155	Somerset,	\$2 45.9	\$600 00	-	-	244	\$64 00
225	156	Princeton,	2 45.7	1000 00	-	-	407	-
192	157	Oakham,	2 45.6	700 00	-	-	285	20 00
173	158	Auburn,	2 45.1	500 00	-	-	204	-
197	159	Hamilton,	2 45.1	500 00	-	-	204	-
127	160	Norton,	2 44.4	1200 00	-	-	491	-
167	161	West Newbury,	2 44.4	1100 00	-	-	450	-
263	162	Ashburnham,	2 44.4	1200 00	-	-	491	-
157	163	Manchester,	2 42.7	1000 00	-	-	412	-
129	164	Pepperell,	2 41.5	1000 00	-	-	414	-
148	165	Middleton,	2 41.5	500 00	-	-	207	-
266	166	Wareham,	2 40.3	1800 00	-	-	749	200 00
137	167	Oxford,	2 40.1	1400 00	-	-	583	12 00
111	168	Mendon,	2 40.1	600 00	127 49	727 49	303	-
147	169	Holliston,	2 40	1200 00	-	-	500	-
194	170	Pittsfield,	2 39.9	2800 00	-	-	1167	226 00
208	171	Salisbury,	2 39.8	1700 00	-	-	709	-
176	172	Plainfield,	2 39.6	520 00	-	-	217	241 50
178	173	Dartmouth,	2 39	2500 00	-	-	1046	1600 00
165	174	Whately,	2 39	650 00	-	-	272	86 00
228	175	Taunton,	2 38.9	6000 00	-	-	2512	50 00
150	176	Northborough,	2 38	800 00	-	-	336	-
230	177	Southampton,	2 35.5	500 00	159 31	659 31	280	-
141	178	Groton,	2 35.3	1600 00	-	-	680	-
126	179	Brookfield,	2 35	900 00	-	-	383	33 00
140	180	Pawtucket,	2 34.4	2400 00	-	-	1024	-
95	181	Greenwich,	2 33.6	500 00	-	-	214	45 00
187	182	Shelburne,	2 33.2	800 00	-	-	343	321 50
142	183	Rutland,	2 33.2	800 00	-	-	343	12 06
153	184	Webster,	2 33	1200 00	-	-	515	-
299	185	Mt. Washington	2 32.6	267 47	-	-	115	123 00
181	186	Gloucester,	2 32.4	4500 00	-	-	1936	-
253	187	Hubbardston,	2 32.1	1200 00	-	-	517	-
258	188	Easton,	2 31.8	1500 00	-	-	647	-
86	189	Dudley,	2 31.2	800 00	-	-	346	80 00
234	190	West Boylston,	2 30.8	900 00	-	-	390	-
180	191	Freetown,	2 30.4	1000 00	-	-	434	-
204	192	Monson,	2 30.3	1200 00	-	-	521	487 75
162	193	Rowley,	2 29.4	500 00	-	-	218	-
214	194	Hopkinton,	2 28.5	1200 00	-	-	525	-
191	195	Fitchburg,	2 27.7	2400 00	-	-	1054	-
188	196	Stoughton,	2 26.3	1700 00	-	-	751	-
164	197	Goshen,	2 25.5	300 00	-	-	133	100 00
136	198	Shrewsbury,	2 25	900 00	-	-	400	-
139	199	Montague,	2 25	852 75	-	-	379	190 00
237	200	Adams,	2 25	3543 75	-	-	1575	510 75
223	201	Berkley,	2 24.2	500 00	-	-	223	-
193	202	Attleborough,	2 23.7	2109 89	-	-	943	77 50
96	203	Russell,	2 23.2	250 00	-	-	112	175 00
190	204	Yarmouth,	2 23.2	1500 00	-	-	672	150 00
184	205	Uxbridge,	2 23	1200 00	-	-	538	-
207	206	Topsfield,	2 23	600 00	-	-	269	24 00
222	207	Peru,	2 22.2	300 00	-	-	135	325 00
306	208	Rockport,	2 22.2	2000 00	-	-	900	-
175	209	Beverly,	2 21.2	3000 00	-	-	1356	-

GRADUATED TABLE.

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For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the sup- port of schools.	Income of Surplus Revenue appropri- ated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contrib- uted for board and fuel.
256	210	Cummington,	\$2 20.3	\$824 00	-	-	374	\$443 00
211	211	Westminster,	2 19.8	1200 00	-	-	546	22 00
161	212	Athol,	2 19	1200 00	-	-	548	15 00
296	213	Sandisfield,	2 16.2	800 00	-	-	370	630 00
232	214	Mansfield,	2 16.2	856 00	-	-	396	-
262	215	Westfield,	2 14.6	2000 00	-	-	932	154 00
287	216	Cheshire,	2 14.3	600 00	-	-	280	400 00
199	217	Amherst,	2 14.3	1500 00	-	-	700	18 00
189	218	Falmouth,	2 14.1	1200 00	320 00	1520 00	710	392 22
251	219	Wilbraham,	2 13.9	900 00	246 70	1146 70	536	606 50
195	220	Becket,	2 13.5	600 00	-	-	281	580 00
249	221	Egremont,	2 13.4	525 00	-	-	246	301 50
121	222	New Salem,	2 12.9	800 00	-	-	371	110 31
186	223	Sandwich,	2 12.9	2308 33	376 03	2684 36	1261	100 00
209	224	Townsend,	2 11.9	1000 00	-	-	472	55 34
212	225	Georgetown,	2 11.2	1000 00	90 00	1090 00	516	-
183	226	Milford,	2 10.8	1400 00	-	-	664	-
235	227	Rehoboth,	2 10.4	900 00	139 35	1039 35	494	322 00
196	228	Upton,	2 10.3	900 00	-	-	428	-
294	229	Buckland,	2 09.8	600 00	-	-	286	35 00
205	230	Northbridge,	2 08.7	1000 00	-	-	479	-
257	231	Natick,	2 08.3	1000 00	-	-	480	-
246	232	Worthington,	2 08	500 00	146 98	646 98	311	549 75
218	233	Easthampton,	2 06.4	450 00	-	-	218	397 00
219	234	Lenox,	2 05.9	700 00	-	-	340	617 00
238	235	Monterey,	2 05.4	325 00	67 41	392 41	191	407 25
281	236	Brewster,	2 05.1	800 00	-	-	390	118 00
220	237	Berlin,	2 04.1	500 00	-	-	245	-
260	238	Orleans,	2 04.1	1100 00	-	-	539	-
236	239	Gardner,	2 04	800 00	-	-	392	-
227	240	Blackstone,	2 04	1787 00	-	-	876	-
226	241	Eastham,	2 03.8	450 00	80 00	530 00	260	35 00
224	242	Randolph,	2 03.3	2000 00	-	-	984	-
243	243	Marlborough,	2 02.2	1300 00	-	-	643	-
288	244	New Marlboro',	2 02	700 00	204 78	904 78	448	644 00
172	245	Leominster,	2 01.7	1200 00	-	-	595	-
247	246	Raynham,	2 01.5	800 00	-	-	397	-
202	247	Spencer,	2 01.2	1000 00	-	-	497	-
217	248	Belchertown,	2 00.9	1400 00	-	-	697	279 00
128	249	Holland,	2 00	200 00	-	-	100	94 00
295	250	Leverett,	2 00	496 00	-	-	248	197 50
114	251	Westport,	2 00	1500 00	-	-	750	-
213	252	Grafton,	1 99.9	1793 81	60 00	1853 81	927	-
215	253	Bradford,	1 99.2	1424 00	-	-	715	-
261	254	Holden,	1 98.8	1000 00	-	-	503	-
239	255	Charlemont,	1 98	600 00	-	-	303	225 00
200	256	Ware,	1 97.8	1600 00	-	-	809	39 00
312	257	Williamstown,	1 97.4	1500 00	-	-	760	-
277	258	Stockbridge,	1 96.1	1000 00	-	-	510	201 00
267	259	Conway,	1 95.8	830 00	-	-	424	573 00
282	260	Chatham,	1 94.8	1200 00	-	-	616	600 00
203	261	Alford,	1 92.3	250 00	-	-	130	203 20
242	262	Templeton,	1 92.3	1000 00	-	-	520	-
269	263	Otis,	1 90.3	550 00	-	-	289	517 00

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
245	264	Millbury,	\$1 90.3	\$1250 00	-	-	657	-
221	265	Sudbury,	1 90.2	740 00	-	-	389	-
279	266	Lanesborough,	1 88.6	600 00	-	-	318	\$510 00
229	267	Andover,	1 88.2	3500 00	-	-	1860	-
298	268	Carver,	1 88.1	600 00	-	-	319	290 50
216	269	Swansey,	1 87.5	600 00	-	-	320	259 50
301	270	Florida,	1 87.5	300 00	-	-	160	146 00
270	271	Shutesbury,	1 87.3	500 00	-	-	267	40 50
198	272	Boylston,	1 87.3	500 00	-	-	267	10 50
255	273	Dana,	1 86	400 00	-	-	215	50 00
240	274	Williamsburg,	1 84.7	700 00	-	-	379	311 00
112	275	Sutton,	1 82.8	1000 00	-	-	547	-
273	276	Chesterfield,	1 82.5	500 00	-	-	274	308 50
254	277	Gill,	1 82.2	400 00	-	-	219	222 00
107	278	Chester,	1 81.8	800 00	-	-	440	703 00
244	279	Dalton,	1 81.8	500 00	-	-	275	328 00
250	280	Tisbury,	1 81.5	900 00	-	-	496	-
292	281	Wendell,	1 81	400 00	-	-	221	55 00
259	282	Coleraine,	1 79.5	1000 00	-	-	557	714 00
241	283	Wenham,	1 78.6	500 00	-	-	280	-
276	284	Bernardston,	1 78.6	500 00	-	-	280	351 00
283	285	Southbridge,	1 78.3	1200 00	-	-	673	-
248	286	Windsor,	1 77.8	400 00	-	-	225	90 00
290	287	Washington,	1 76.5	450 00	-	-	255	407 00
272	288	Orange,	1 75.4	800 00	-	-	456	-
289	289	Rochester,	1 74.3	2000 00	-	-	1144	142 00
264	290	Sturbridge,	1 72.4	1000 00	-	-	580	68 00
293	291	Granville,	1 71.9	600 00	-	-	349	365 00
210	292	Prescott,	1 69.1	350 00	-	-	207	140 00
268	293	Lee,	1 67.4	1180 00	-	-	705	400 00
278	294	Hawley,	1 67.2	500 00	-	-	299	160 00
280	295	Richmond,	1 66.6	300 00	-	-	180	357 01
285	296	Tyringham,	1 64.8	300 00	-	-	182	139 00
274	297	Hinsdale,	1 56.2	500 00	-	-	320	415 00
308	298	Clarksburg,	1 55	200 00	-	-	129	170 00
291	299	Blandford,	1 51.9	600 00	-	-	395	685 00
286	300	Leyden,	1 50	300 00	-	-	200	247 00
271	301	W. Springfield,	1 48	1700 00	-	-	1149	1200 50
92	302	New Ashford,	1 47	75 00	-	-	51	61 00
302	303	Palmer,	1 43.2	1200 00	-	-	838	183 00
303	304	Wellfleet,	1 42.9	1000 00	-	-	700	480 00
252	305	Norwich,	1 40.8	300 00	-	-	213	250 00
297	306	Pelham,	1 39.8	400 00	-	-	286	122 00
307	307	Gt. Barrington,	1 38.5	1100 00	-	-	794	350 00
300	308	Truro,	1 36.1	875 00	-	-	650	-
305	309	Dennis,	1 31.6	1200 00	-	-	912	-
231	310	W. Stockbridge,	1 29.8	500 00	153 00	653 00	426	373 44
310	311	Hancock,	1 27.1	300 00	-	-	236	371 28
309	312	Harwich,	1 25.8	1300 00	-	-	1033	750 00
275	313	Ashfield,	1 25	700 00	-	-	560	450 00
311	314	Savoy,	1 25	348 75	-	-	279	150 00
313		Southwick,*			-	-	*356	*551 50

* No Returns. From last year's Abstract.

GRADUATED TABLES,

Showing the Comparative Amount of money appropriated by the different towns in each of the Counties in the State, for the education of each child in the town, between the ages of 4 and 16 years.

SUFFOLK COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	\$10 65.3	\$232,800 00	-	-	21,853	-
3	2	North Chelsea,	5 68.2	1,000 00	-	-	176	-
2	3	Chelsea,	5 09	6,250 00	-	-	1228	-

ESSEX COUNTY.

1	1	SALEM,	4 28.2	18,613 75	-	-	4347	-
2	2	Newburyport,	4 20.9	8300 00	-	-	1972	-
7	3	Essex,	3 48.5	1300 00	-	-	373	-
4	4	Lawrence,	3 44.4	3750 00	-	-	1089	-
9	5	Haverhill,	3 33.2	4000 00	521 16	4521 16	1357	-
3	6	Danvers,	3 30.4	5451 00	553 20	6004 20	1817	-
8	7	Boxford,	3 25.5	700 00	61 77	761 77	234	-
6	8	Lynn,	3 21.9	10,000 00	-	-	3107	-
5	9	Methuen,	3 07.7	1600 00	-	-	520	10 00
14	10	Saugus,	3 00	1083 00	-	-	361	-
12	11	Lynnfield,	2 85.7	600 00	-	-	210	-
16	12	Amesbury,	2 85.3	2000 00	-	-	701	-
11	13	Marblehead,	2 64.6	4000 00	-	-	1512	-
10	14	Newbury,	2 63.2	2700 00	-	-	1026	-
19	15	Ipswich,	2 58.5	1900 00	-	-	735	18 00
22	16	Hamilton,	2 45.1	500 00	-	-	204	-
18	17	West Newbury,	2 44.4	1100 00	-	-	450	-
15	18	Manchester,	2 42.7	1000 00	-	-	412	-
13	19	Middleton,	2 41.5	500 00	-	-	207	-
24	20	Salisbury,	2 39.8	1700 00	-	-	709	-
21	21	Gloucester,	2 32.4	4500 00	-	-	1936	-
17	22	Rowley,	2 29.4	500 00	-	-	218	-
23	23	Topsfield,	2 23	600 00	-	-	269	24 00
29	24	Rockport,	2 22.2	2000 00	-	-	900	-
20	25	Beverly,	2 21.2	3000 00	-	-	1356	-
25	26	Georgetown,	2 11.2	1000 00	90 00	1090 00	516	-
26	27	Bradford,	1 99.2	1424 00	-	-	715	-
27	28	Andover,	1 88.2	3500 00	-	-	1860	-
28	29	Wenham,	1 78.6	500 00	-	-	280	-

MIDDLESEX COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
9	1	CHARLESTOWN	\$6 79	\$24,955 00	-	-	3675	-
1	2	Somerville,	6 46.8	3519 00	-	-	544	-
7	3	West Cambridge,	6 26.9	2683 00	-	-	428	-
14	4	Lexington,	6 12.7	2500 00	-	-	408	-
13	5	Boxborough,	5 97	400 00	-	-	67	-
8	6	Cambridge,	5 49.7	18,249 53	-	-	3320	-
6	7	Brighton,	5 44.4	2700 00	-	-	496	-
4	8	Concord,	5 37.6	2500 00	-	-	465	-
2	9	Medford,	5 17.2	3600 00	-	-	696	-
3	10	Watertown,	4 96.5	2800 00	-	-	564	-
5	11	Lowell,	4 82.6	30,492 62	-	-	6318	-
12	12	Waltham,	4 54	3500 00	-	-	771	-
10	13	Weston,	4 10.2	1050 00	-	-	256	-
23	14	Carlisle,	4 03.2	500 00	-	-	124	-
11	15	South Reading,	4 02.2	1850 00	-	-	460	-
19	16	Littleton,	4 01.7	900 00	-	-	224	-
17	17	Billerica,	3 88.6	1500 00	-	-	386	-
22	18	Malden,	3 82.2	3000 00	-	-	785	-
16	19	Sherburne,	3 74.5	925 00	-	-	247	-
26	20	Tyngsborough,	3 67	800 00	-	-	218	\$43 67
36	21	Dunstable,	3 59.7	500 00	-	-	139	30 00
43	22	Newton,	3 49	4000 00	-	-	1146	-
18	23	Wayland,	3 37.1	900 00	-	-	267	-
20	24	Bedford,	3 26.5	800 00	-	-	245	-
33	25	Shirley,	3 23.7	780 00	-	-	241	-
40	26	Ashby,	3 22	900 00	\$50 00	\$950 00	295	-
21	27	Woburn,	3 16.8	3000 00	-	-	947	-
25	28	Framingham,	3 13.1	3000 00	-	-	958	-
34	29	Acton,	3 07.7	1000 00	-	-	325	-
28	30	Reading,	3 05.8	2000 00	-	-	654	-
29	31	Tewksbury,	2 97.9	700 00	-	-	235	-
32	32	Stoneham,	2 97.3	1100 00	-	-	370	-
31	33	Chelmsford,	2 97	1500 00	-	-	505	-
27	34	Wilmington,	2 94.8	625 00	-	-	212	-
24	35	Burlington,	2 87.1	300 00	58 93	358 93	125	-
15	36	Lincoln,	2 78	570 00	-	-	205	-
30	37	Dracut,	2 69.2	1544 12	213 71	1757 83	653	75 00.
35	38	Ashland,	2 58	800 00	-	-	310	-
37	39	Stow,	2 54.5	700 00	-	-	275	-
39	40	Westford,	2 49.4	1000 00	-	-	401	-
38	41	Pepperell,	2 41.5	1000 00	-	-	414	-
42	42	Holliston,	2 40	1200 00	-	-	500	-
41	43	Groton,	2 35.3	1600 00	-	-	680	-
45	44	Hopkinton,	2 28.5	1200 00	-	-	525	-
44	45	Townsend,	2 11.9	1000 00	-	-	472	55 34
48	46	Natick,	2 08.3	1000 00	-	-	480	-
47	47	Marlborough,	2 02.2	1300 00	-	-	643	-
46	48	Sudbury,	1 90.2	740 00	-	-	389	-

GRADUATED TABLES.

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WORCESTER COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	N. BRAINTREE,	\$4 67.8	\$800 00	-	-	171	-
2	2	Worcester,	4 13.8	13,300 00	-	-	3214	\$50 00
8	3	Lancaster,	3 99	3200 00	-	-	802	-
4	4	Bolton,	3 76.4	1091 65	-	-	290	-
3	5	Paxton,	3 61.4	600 00	-	-	166	-
13	6	Harvard,	3 52.8	1400 00	\$36 00	\$1436 00	407	-
	7	West Brookfield,*	3 21.4	900 00	-	-	280	40 00
6	8	Hardwick,	3 15.8	1200 00	-	-	380	-
5	9	Petersham,	3 00	1200 00	-	-	400	54 25
26	10	Sterling,	2 91.4	1300 00	-	-	446	-
39	11	Royalston,	2 89.8	1200 00	-	-	414	15 00
31	12	Westborough,	2 88.5	1200 00	-	-	416	-
11	13	Southborough,	2 81.7	800 00	-	-	284	-
28	14	Winchendon,	2 77.3	1500 00	-	-	541	-
14	15	Lunenburg,	2 75.2	900 00	-	-	327	-
20	16	Phillipston,	2 75.2	600 00	-	-	218	-
10	17	North Brookfield,	2 72.1	1200 00	-	-	441	-
9	18	Barre,	2 71.1	1800 00	-	-	664	50 00
32	19	Leicester,	2 70.4	1460 00	-	-	540	-
15	20	Charlton,	2 58	1200 00	-	-	465	160 70
19	21	Warren,	2 53.8	1000 00	-	-	394	52 00
12	22	Douglas,	2 53.7	1200 00	-	-	473	-
45	23	Princeton,	2 45.7	1000 00	-	-	407	-
36	24	Oakham,	2 45.6	700 00	-	-	285	20 00
30	25	Auburn,	2 45.1	500 00	-	-	204	-
54	26	Ashburnham,	2 44.4	1200 00	-	-	491	-
22	27	Oxford,	2 40.1	1400 00	-	-	583	12 00
16	28	Mendon,	2 40.1	600 00	127 49	727 49	303	-
24	29	Northborough,	2 38	800 00	-	-	336	-
18	30	Brookfield,	2 35	900 00	-	-	383	33 00
23	31	Rutland,	2 33.2	800 00	-	-	343	12 06
25	32	Webster,	2 33	1200 00	-	-	515	-
51	33	Hubbardston,	2 32.1	1200 00	-	-	517	-
7	34	Dudley,	2 31.2	800 00	-	-	346	80 00
47	35	West Boylston,	2 30.8	900 00	-	-	390	-
35	36	Fitchburg,	2 27.7	2400 00	-	-	1054	-
21	37	Shrewsbury,	2 25	900 00	-	-	400	-
34	38	Uxbridge,	2 23	1200 00	-	-	538	-
42	39	Westminster,	2 19.8	1200 00	-	-	546	22 00
27	40	Athol,	2 19	1200 00	-	-	548	15 00
33	41	Milford,	2 10.8	1400 00	-	-	664	-
37	42	Upton,	2 10.3	900 00	-	-	428	-
41	43	Northbridge,	2 08.7	1000 00	-	-	479	-
44	44	Berlin,	2 04.1	500 00	-	-	245	-
48	45	Gardner,	2 04.1	800 00	-	-	392	-
46	46	Blackstone,	2 04	1787 00	-	-	876	-
29	47	Leominster,	2 01.7	1200 00	-	-	595	-
40	48	Spencer,	2 01.2	1000 00	-	-	497	-
43	49	Grafton,	2 00.9	1793 81	60 00	1853 81	927	-
53	50	Holden,	1 98.8	1000 00	-	-	503	-
49	51	Templeton,	1 92.3	1000 00	-	-	520	-
50	52	Millbury,	1 90.3	1250 00	-	-	657	-

* A newly-incorporated town.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
38	53	Boylston,	\$1 87.3	\$500 00	-	-	267	\$10 50
52	54	Dana,	1 86	400 00	-	-	215	50 00
17	55	Sutton,	1 82.8	1000 00	-	-	547	-
56	56	Southbridge,	1 78.3	1200 00	-	-	673	-
55	57	Sturbridge,	1 72.4	1000 00	-	-	580	68 00

HAMPSHIRE COUNTY.

2	1	HATFIELD,	4 03.6	750 00	113 75	863 75	214	-
1	2	Northampton,	3 89.8	4600 00	-	-	1180	150 00
6	3	Westhampton,	2 69.5	450 00	-	-	167	300 00
5	4	Granby,	2 67.3	850 00	-	-	318	75 00
3	5	South Hadley,	2 66.7	1000 00	-	-	375	131 50
7	6	Hadley,	2 58.5	1300 00	-	-	503	30 00
8	7	Middlefield,	2 48.7	490 00	-	-	197	448 00
9	8	Enfield,	2 47.3	700 00	-	-	283	-
11	9	Plainfield,	2 39.6	520 00	-	-	217	241 50
17	10	Southampton,	2 35.5	500 00	159 31	659 31	280	-
4	11	Greenwich,	2 33.6	500 00	-	-	214	45 00
10	12	Goshen,	2 25.5	300 00	-	-	133	100 00
21	13	Cummington,	2 20.3	824 00	-	-	374	443 00
12	14	Amherst,	2 14.3	1500 00	-	-	700	18 00
19	15	Worthington,	2 08	500 00	146 98	646 98	311	549 75
16	16	Easthampton,	2 06.4	450 00	-	-	218	397 00
15	17	Belchertown,	2 00.9	1400 00	-	-	697	279 00
13	18	Ware,	1 97.8	1600 00	-	-	809	39 00
18	19	Williamsburg,	1 84.7	700 00	-	-	379	311 00
22	20	Chesterfield,	1 82.5	500 00	-	-	274	308 50
14	21	Prescott,	1 69.1	350 00	-	-	207	140 00
20	22	Norwich,	1 40.8	300 00	-	-	213	250 00
23	23	Pelham,	1 39.8	400 00	-	-	286	122 00

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	4 48.7	9630 00	-	-	2146	-
	2	Chicopee,*	4 35.8	7400 00	-	-	1698	-
2	3	Montgomery,	3 75	300 00	-	-	80	181 00
3	4	Longmeadow,	3 73.1	1250 00	-	-	335	142 00
6	5	Ludlow,	3 01.6	950 00	-	-	315	250 00
9	6	Brimfield,	2 81.7	1200 00	-	-	426	156 00
8	7	Wales,	2 53.1	400 00	-	-	158	46 25
13	8	Tolland,	2 47.7	322 00	-	-	130	78 00
10	9	Monson,	2 30.3	1200 00	-	-	521	487 75
4	10	Russell,	2 23.2	250 00	-	-	112	175 00
12	11	Westfield,	2 14.6	2000 00	-	-	932	154 00
11	12	Wilbraham,	2 13.9	900 00	246 70	1146 70	536	606 50
7	13	Holland,	2 00	200 00	-	-	100	94 00
5	14	Chester,	1 81.8	800 00	-	-	440	703 00
16	15	Granville,	1 71.9	600 00	-	-	349	365 00
15	16	Blandford,	1 51.9	600 00	-	-	395	685 00
14	17	West Springfield,	1 48	1700 00	-	-	1149	1200 50
17	18	Palmer,	1 43.2	1200 00	-	-	838	183 00
18		Southwick,†			-	-	†356	†551 50

* Newly-incorporated town.

† No Returns. From last year's Abstract.

GRADUATED TABLES.

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FRANKLIN COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	HEATH,	\$3 21.4	\$810 00	-	-	252	\$310 00
2	2	Sunderland,	3 12.5	650 00	-	-	208	40 00
11	3	Deerfield,	3 00	1563 00	-	-	521	241 00
21	4	Erving,	2 83.2	250 00	\$53 00	\$303 00	107	-
26	5	Monroe,	2 68.6	209 53	-	-	78	92 50
7	6	Rowe,	2 64.5	500 00	-	-	189	83 00
3	7	Greenfield,	2 56.4	1500 00	-	-	585	250 00
8	8	Northfield,	2 52.6	1000 00	66 00	1066 00	422	150 00
4	9	Warwick,	2 51.8	700 00	-	-	278	25 00
9	10	Whately,	2 39	650 00	-	-	272	86 00
10	11	Shelburne,	2 33.2	800 00	-	-	343	321 50
6	12	Montague,	2 25	852 75	-	-	379	190 00
5	13	New Salem,	2 12.9	800 00	-	-	371	110 31
24	14	Buckland,	2 09.8	600 00	-	-	286	35 00
25	15	Leverett,	2 00	496 00	-	-	248	197 50
12	16	Charlemont,	1 98	600 00	-	-	303	225 00
15	17	Conway,	1 95.8	830 00	-	-	424	573 00
16	18	Shutesbury,	1 87.3	500 00	-	-	267	40 50
13	19	Gill,	1 82.2	400 00	-	-	219	222 00
23	20	Wendell,	1 81	400 00	-	-	221	55 00
14	21	Coleraine,	1 79.5	1000 00	-	-	557	714 00
19	22	Bernardston,	1 78.6	500 00	-	-	280	351 00
17	23	Orange,	1 75.4	800 00	-	-	456	-
20	24	Hawley,	1 67.2	500 00	-	-	299	160 00
22	25	Leyden,	1 50	300 00	-	-	200	247 00
18	26	Ashfield,	1 25	700 00	-	-	560	450 00

BERKSHIRE COUNTY.

2	1	SHEFFIELD,	2 46.7	1875 00	-	-	760	500 00
3	2	Pittsfield,	2 39.9	2800 00	-	-	1167	226 00
25	3	Mt. Washington,	2 32.6	267 47	-	-	115	123 00
9	4	Adams,	2 25	3543 75	-	-	1575	510 75
7	5	Peru,	2 22.2	300 00	-	-	135	325 00
24	6	Sandisfield,	2 16.2	800 00	-	-	370	630 00
21	7	Cheshire,	2 14.3	600 00	-	-	280	400 00
4	8	Becket,	2 13.5	600 00	-	-	281	580 00
13	9	Egremont,	2 13.4	525 00	-	-	246	301 50
6	10	Lenox,	2 05.9	700 00	-	-	340	617 00
10	11	Monterey,	2 05.4	325 00	67 41	392 41	191	407 25
22	12	New Marlboro',	2 02	700 00	204 78	904 78	448	644 00
31	13	Williamstown,	1 97.4	1500 00	-	-	760	-
17	14	Stockbridge,	1 96.1	1000 00	-	-	510	201 00
5	15	Alford,	1 92.3	250 00	-	-	130	203 20
15	16	Otis,	1 90.3	550 00	-	-	289	517 00
18	17	Lanesborough,	1 88.6	600 00	-	-	318	510 00
26	18	Florida,	1 87.5	300 00	-	-	160	146 00
11	19	Dalton,	1 81.8	500 00	-	-	275	328 00
12	20	Windsor,	1 77.8	400 00	-	-	225	90 00
23	21	Washington,	1 76.5	450 00	-	-	255	407 00

BOARD OF EDUCATION.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
14	22	Lee,	\$1 67.4	\$1180 00	-	-	705	\$400 00
19	23	Richmond,	1 66.6	300 00	-	-	180	357 01
20	24	Tyringham,	1 64.8	300 00	-	-	182	139 00
16	25	Hinsdale,	1 56.2	500 00	-	-	320	415 00
28	26	Clarksburg,	1 55	200 00	-	-	129	170 00
1	27	New Ashford,	1 47	75 00	-	-	51	61 00
27	28	Gt. Barrington,	1 38.5	1100 00	-	-	794	350 00
8	29	West Stockbridge,	1 29.8	500 00	153 00	653 00	426	373 44
29	30	Hancock,	1 27.1	300 00	-	-	236	371 28
30	31	Savoy,	1 25	348 75	-	-	279	150 00

NORFOLK COUNTY.

1	1	BROOKLINE,	7 39	3200 00	-	-	433	-
2	2	Dedham,	5 71.4	5000 00	-	-	875	-
4	3	Roxbury,	5 43.8	19,877 27	-	-	3655	-
6	4	Dorchester,	5 42.6	9002 00	-	-	1659	-
5	5	Dover,	4 69.2	500 00	63 00	563 00	120	-
3	6	Milton,	4 35.7	2000 00	-	-	459	-
9	7	Walpole,	3 52.1	1500 00	-	-	426	-
13	8	Sharon,	3 07.7	600 00	150 86	750 86	244	-
7	9	Cohasset,	3 04.6	1200 00	-	-	394	-
16	10	Bellingham,	3 04.4	800 00	140 63	940 63	309	18 00
11	11	Wrentham,	3 01.1	2100 00	341 86	2441 86	811	-
8	12	Quincy,	2 99.6	3400 00	-	-	1135	-
15	13	Canton,	2 94.1	1600 00	-	-	544	150 00
10	14	Medway,	2 85.7	1500 00	-	-	525	-
14	15	Foxborough,	2 85	1200 00	-	-	421	-
12	16	Braintree,	2 82.1	2000 00	-	-	709	-
19	17	Weymouth,	2 58.4	3000 00	-	-	1161	-
18	18	Needham,	2 56.9	1110 00	-	-	432	-
17	19	Franklin,	2 50	1200 00	-	-	480	-
21	20	Medfield,	2 48.8	500 00	-	-	201	-
20	21	Stoughton,	2 26.3	1700 00	-	-	751	-
22	22	Randolph,	2 03.3	2000 00	-	-	984	-

BRISTOL COUNTY.

1	1	N. BEDFORD,	4 42	16,600 00	-	-	3755	-
2	2	Fairhaven,	4 14.9	5000 00	-	-	1205	125 00
3	3	Dighton,	3 03.9	1000 00	170 24	1170 24	385	112 00
4	4	Fall River,	3 03.5	8600 00	-	-	2834	-
9	5	Seekonk,	2 66.3	1100 00	242 00	1342 00	504	500 00
8	6	Somerset,	2 45.9	600 00	-	-	244	64 00
6	7	Norton,	2 44.4	1200 00	-	-	491	-
10	8	Dartmouth,	2 39	2500 00	-	-	1046	1600 00
15	9	Taunton,	2 38.9	6000 00	-	-	2512	50 00
7	10	Pawtucket,	2 34.4	2400 00	-	-	1024	-
19	11	Easton,	2 31.8	1500 00	-	-	647	-
11	12	Freetown,	2 30.4	1000 00	-	-	434	-

GRADUATED TABLES.

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	For 1847-48.	For 1848-49	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
14	13		Berkley,	\$2 24.2	\$500 00	-	-	223	-
12	14		Attleborough,	2 23.7	2109 89	-	-	943	\$77 50
16	15		Mansfield,	2 16.2	856 00	-	-	396	-
17	16		Rehoboth,	2 10.4	900 00	139 35	1039 35	494	322 00
18	17		Raynham,	2 01.5	800 00	-	-	397	-
5	18		Westport,	2 00	1500 00	-	-	750	-
13	19		Swanzy,	1 87.5	600 00	-	-	320	259 50

PLYMOUTH COUNTY.

2	1	KINGSTON,	4 77.6	1600 00	-	-	335	-
3	2	Plymouth,	4 59.9	7000 00	-	-	1522	548 00
4	3	Hingham,	3 58.4	3097 05	-	-	864	-
9	4	Bridgewater,	3 44.2	2000 00	-	-	581	-
5	5	Hull,	3 33.3	200 00	-	-	60	-
1	6	Duxbury,	3 28.6	2100 00	200 00	2300 00	700	-
6	7	Middleborough,	3 28.4	4000 00	-	-	1218	793 00
7	8	Scituate,	3 04.3	3000 00	-	-	986	-
8	9	Pembroke,	3 03	1000 00	-	-	330	-
13	10	W. Bridgewater,	2 88.2	1000 00	-	-	347	-
10	11	Halifax,	2 77.8	500 00	-	-	180	45 00
12	12	Plympton,	2 77.8	600 00	-	-	216	250 41
11	13	Marshfield,	2 75.4	1300 00	-	-	472	-
18	14	E. Bridgewater,	2 73.7	1500 00	-	-	548	-
16	15	Hanover,	2 72.7	1200 00	-	-	440	-
14	16	Hanson,	2 69.4	800 00	-	-	297	-
17	17	Abington,	2 58.8	3000 00	-	-	1159	-
15	18	N. Bridgewater,	2 55.5	2000 00	276 20	2276 20	891	-
19	19	Wareham,	2 40.3	1800 00	-	-	749	200 00
21	20	Carver,	1 88.1	600 00	-	-	319	290 50
20	21	Rochester,	1 74.3	2000 00	-	-	1144	142 00

BARNSTABLE COUNTY.

2	1	BARNSTABLE,	3 60.1	4400 00	-	-	1222	-
1	2	Provincetown,	3 22.5	2000 00	-	-	617	-
5	3	Yarmouth,	2 23.2	1500 00	-	-	672	150 00
4	4	Falmouth,	2 14.1	1200 00	320 00	1520 00	710	392 22
3	5	Sandwich,	2 12.9	2308 33	376 03	2684 36	1261	100 00
8	6	Brewster,	2 05.1	800 00	-	-	390	118 00
7	7	Orleans,	2 04.1	1100 00	-	-	539	-
6	8	Eastham,	2 03.8	450 00	80 00	530 00	260	35 00
9	9	Chatham,	1 94.8	1200 00	-	-	616	600 00
11	10	Wellfleet,	1 42.9	1000 00	-	-	700	480 00
10	11	Truro,	1 36.1	875 00	-	-	650	-
12	12	Dennis,	1 31.6	1200 00	-	-	912	-
13	13	Harwich,	1 25.8	1300 00	-	-	1033	750 00

BOARD OF EDUCATION.

DUKES COUNTY.

For 1847-48.	For 1848-49.	TOWNS.	Sum appropriated by towns for each child between 4 and 16 yrs. of age.	Amount raised by taxes for the sup- port of schools.	Income of Surplus Revenue appropri- ated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contrib- uted for board and fuel.
1	1	EDGARTOWN,	\$2 69.1	\$1200 00	-	-	446	-
2	2	Chilmark,	2 64.9	400 00	-	-	151	-
3	3	Tisbury,	1 81.5	900 00	-	-	496	-

NANTUCKET COUNTY.

1	1	NANTUCKET,	5 16.6	9267 06	-	-	1794	-
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A GRADUATED TABLE,

Showing the Comparative Amount of money appropriated by the different Counties in the State, for the education of each child, between the ages of 4 and 16 years, in each County.

For 1847-48.	For 1848-49.	COUNTIES.	Sum appropriated by counties for ea. child between 4 and 16 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 4 and 16 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$10 32	\$240,050 00	-	-	23,257	-
2	2	Nantucket,	5 17	9,267 06	-	-	1,794	-
3	3	Middlesex,	4 34	143,183 27	\$322 64	\$143,505 91	33,063	\$204 01
4	4	Norfolk,	3 93	64,989 27	696 35	65,685 62	16,728	168 00
7	5	Plymouth,	3 05	40,297 05	476 20	40,773 25	13,358	2268 91
5	6	Essex,	3 03	87,821 75	1226 13	89,047 88	29,393	52 00
6	7	Bristol,	2 97	54,765 89	551 59	55,317 48	18,604	3110 00
10	8	Hampden,	2 83	30,902 00	246 70	31,148 70	11,016	6108 00
8	9	Worcester,	2 61	75,682 46	223 49	75,915 95	29,032	744 51
9	10	Hampshire,	2 45	20,484 00	420 04	20,904 04	8,549	4378 25
11	11	Dukes,	2 29	2,500 00	-	-	1,093	-
12	12	Franklin,	2 17	17,911 28	119 00	18,030 28	8,325	5169 31
13	13	Barnstable,	2 10	19,333 33	776 03	20,109 36	9,582	2625 22
14	14	Berkshire,	1 96	23,389 97	425 19	23,815 16	12,132	10,453 43

AGGREGATE OF THE STATE.

14	Counties,	3 87	830,577 33	5483 36	836,070 69	215,926	35,281 64
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The following Table exhibits the Ratio of the mean average attendance in each Town to the whole number of children between 4 and 16, according to the Returns. The mean average is found by adding the average attendance in the Summer, to the average attendance in Winter, and dividing the amount by 2. The ratio is expressed in decimals continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where, without such continuation, the ratios would appear to be precisely similar.

It will be seen in the Table that in two instances the ratio is more than one hundred per cent. ; and that in two others it is over ninety per cent. Letters of inquiry were addressed to the committees of these towns, to ascertain whether there were not some facts peculiar to the schools under their superintendence and not appearing in their Returns, which, if reported, would partially account for the large averages returned, and show that their respective towns were not really entitled to the precedence over other towns which is indicated in the table. In reply, the committees have affirmed the correctness of their returns, giving similar explanations, and making statements highly creditable to the towns in question. Their explanations are substantially the following:—1. Unusual efforts were made to secure a general and punctual attendance. 2. The Public Schools in Summer and Winter were uncommonly excellent and inviting. 3. Through the excellence of the schools and the acceptableness of the teachers, a large number of scholars, under 4 and over 16, were induced to attend—a number nearly or quite sufficient to compensate for the absences of those between 4 and 16. 4. Many who attended the schools were employed in other towns, May 1, 1848, and consequently were not included in the number returned of persons between 4 and 16 at that time in the town ; so that both their attendance on the schools and their exclusion from the annual census operated to increase the ratio, as it swelled the mean average, while it diminished the number with which it was compared. 5. In some instances a few scholars, going from one school to another, were registered twice during the same season ; yet cases of this kind were probably not more common than in other towns generally.

In one town some twenty scholars attended the schools from the adjoining towns, but after making a corresponding reduction in the mean average, the ratio is not so diminished as to alter the relative position of the town in the scale.

A GRADUATED TABLE,

*In which all the towns in the State are numerically arranged, according to the
AVERAGE ATTENDANCE of their children upon the Public Schools, for the year
1848-9.*

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attend- ance upon school.	Ratio of attendance to the whole No. of chil- dren between 4 and 16, expressed in decimals.
1	BOXBOROUGH	67	82	1.22-38	42	Otis,	289	220	.76-12
2	Carlisle,	124	126	1.01-61	43	Boxford,	234	178	.76-07
3	Royalston,	414	394	.95-17	44	Bedford,	245	186	.75-92
4	Acton,	325	303	.93-23	45	Townsend,	472	358	.75-85
5	Hardwick,	380	332	.87-37	46	Monroe,	78	59	.75-64
6	Hatfield,	214	185	.86-45	47	Petersham,	400	302	.75-50
7	Littleton,	224	188	.83-93	48	Holden,	503	379	.75-35
8	New Braintree,	171	143	.83-63	49	Sherburne,	247	186	.75-30
9	Methuen,	520	428	.82-31	50	Ashby,	295	222	.75-25
10	Dedham,	875	720	.82-29	51	Hawley,	299	225	.75-25
11	Medway,	525	430	.81-90	52	Ludlow,	315	237	.75-24
12	Warwick,	278	226	.81-29	53	Marlborough,	643	483	.75-12
13	Holliston,	500	406	.81-20	54	Chelmsford,	505	378	.74-85
14	Phillipston,	218	177	.81-19	55	Middlefield,	197	147	.74-62
15	Ashburnham,	491	397	.80-86	56	Essex,	373	278	.74-53
16	North Chelsea,	176	142	.80-68	57	Shutesbury,	267	199	.74-53
17	Dracut,	653	524	.80-25	58	Leyden,	200	149	.74-50
18	Concord,	465	372	.80-00	59	Gill,	219	163	.74-43
19	Florida,	160	128	.80-00	60	Billerica,	386	287	.74-35
20	Eastham,	260	207	.79-62	61	Sharon,	244	181	.74-18
21	Northfield,	422	335	.79-38	62	Natick,	480	356	.74-17
22	Plainfield,	217	172	.79-26	63	Westminster,	546	405	.74-17
23	Sterling,	446	353	.79-14	64	Paxton,	166	123	.74-09
24	Bolton,	290	229	.78-96	65	Oakham,	285	211	.74-04
25	Stow,	275	217	.78-91	66	Barre,	664	491	.73-95
26	Brighton,	496	390	.78-63	67	Provincetown,	617	456	.73-91
27	Brookfield,	383	301	.78-59	68	Shirley,	241	178	.73-86
28	Heath,	252	197	.78-17	69	Templeton,	520	384	.73-85
29	Greenwich,	214	167	.78-03	70	Northborough,	336	248	.73-81
30	Warren,	394	307	.77-93	71	Upton,	428	315	.73-60
31	Orange,	456	354	.77-63	72	Malden,	785	577	.73-50
32	Milford,	664	514	.77-41	73	Rutland,	343	252	.73-47
33	Charlemont,	303	234	.77-22	74	Tyngsborough,	218	160	.73-39
34	Lunenburg,	327	252	.77-07	75	Tewksbury,	235	172	.73-19
35	Dunstable,	139	107	.76-98	76	Charlton,	465	340	.73-12
36	South Hadley,	375	288	.76-80	77	Princeton,	407	297	.72-97
37	Rowe,	189	145	.76-71	78	Becket,	281	205	.72-95
38	Sunderland,	208	159	.76-44	79	Chilmark,	151	110	.72-85
39	Hopkinton,	525	401	.76-38	80	West Boylston,	390	284	.72-82
40	Lynnfield,	210	160	.76-19	81	Walpole,	426	310	.72-77
41	Medfield,	201	153	.76-12	82	Sudbury,	389	283	.72-75

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
83	Foxborough,	421	306	.72-68	135	Belchertown,	697	475	.68-15
84	Worthington,	311	226	.72-67	136	Williamsburg,	379	258	.68-07
85	Orleans,	539	391	.72-54	137	Cohasset,	394	268	.68-02
86	Dalton,	275	199	.72-36	138	Easthampton,	218	148	.67-89
87	N. Brookfield,	441	319	.72-33	139	Boston,	21853	14818	.67-81
88	New Salem,	371	268	.72-24	140	Harvard,	407	275	.67-57
89	Conway,	424	306	.72-17	141	Athol,	548	370	.67-52
90	W. Brookfield,	280	202	.72-14	142	Marshfield,	472	318	.67-37
91	Westborough,	461	332	.72-02	143	Rehoboth,	494	332	.67-20
92	Westhampton,	167	120	.71-86	144	Chelsea,	1228	825	.67-18
93	Coleraine,	557	400	.71-81	145	Wales,	158	106	.67-09
94	Hubbardston,	517	371	.71-76	146	Monterey,	191	128	.67-01
95	Pepperell,	414	297	.71-74	147	Shrewsbury,	400	268	.67-00
96	Canton,	544	390	.71-69	148	Hadley,	503	337	.66-99
97	Somerville,	544	390	.71-69	149	Berlin,	245	164	.66-94
98	Gardner,	392	281	.71-68	150	Needham,	432	289	.66-89
99	Pelham,	286	205	.71-68	151	Greenfield,	585	391	.66-84
100	Auburn,	204	146	.71-57	152	Norwich,	213	142	.66-67
101	Montague,	379	271	.71-50	153	Scituate,	986	657	.66-63
102	Lexington,	408	291	.71-32	154	Waltham,	771	513	.66-54
103	Spencer,	497	354	.71-23	155	Swansey,	320	212	.66-25
104	Middleborough,	1218	867	.71-18	156	Goshen,	133	88	.66-16
105	Palmer,	838	596	.71-12	157	Halifax,	180	118	.65-56
106	Sutton,	547	389	.71-11	158	Medford,	696	456	.65-52
107	Kingston,	335	238	.71-04	159	Stoughton,	751	489	.65-11
108	Whately,	272	193	.70-96	160	Richmond,	180	117	.65-00
109	Plympton,	216	153	.70-83	161	N. Bridgewater,	891	576	.64-65
110	E. Bridgewater,	548	388	.70-80	162	Charlestown,	3675	2369	.64-46
111	Bernardston,	280	198	.70-71	163	Weston,	256	165	.64-45
112	Manchester,	412	290	.70-39	164	Wayland,	267	172	.64-42
113	Raynham,	397	279	.70-27	165	Chesterfield,	274	176	.64-23
114	Winchendon,	541	380	.70-24	166	Hamilton,	204	131	.64-22
115	Longmeadow,	335	235	.70-15	167	Bellingham,	309	198	.64-08
116	Sandisfield,	370	259	.70-00	168	Danvers,	1817	1164	.64-06
117	Westford,	401	280	.69-83	169	Watertown,	564	361	.64-01
118	Lincoln,	205	143	.69-76	170	Westport,	750	480	.64-00
119	Wrentham,	811	561	.69-17	171	Hanson,	297	190	.63-97
120	Erving,	107	74	.69-16	172	Lynn,	3107	1985	.63-89
121	W. Cambridge,	428	296	.69-16	173	Dudley,	346	221	.63-87
122	Holland,	100	69	.69-00	174	Hanover,	440	281	.63-86
123	South Reading,	460	317	.68-91	175	Leicester,	540	344	.63-70
124	Sturbridge,	580	399	.68-79	176	Peru,	135	86	.63-70
125	Southborough,	284	195	.68-66	177	Douglas,	473	301	.63-63
126	Leverett,	248	170	.68-55	178	Topsfield,	269	171	.63-57
127	Wilbraham,	536	369	.68-54	179	Grafton,	927	588	.63-43
128	Buckland,	286	196	.68-53	180	Falmouth,	710	450	.63-38
129	Pembroke,	330	226	.68-48	181	Mendon,	303	192	.63-36
130	Wilmington,	212	145	.68-39	182	Blanford,	395	250	.63-29
131	Dover,	120	82	.68-33	183	Berkley,	223	141	.63-23
132	Wellfleet,	700	478	.68-29	184	Northampton,	1180	746	.63-22
133	Leominster,	595	406	.68-23	185	Reading,	654	413	.63-15
134	Enfield,	283	193	.68-19	186	Egremont,	246	155	.63-01

GRADUATED TABLE.

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	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
187	Amherst,	700	441	.63-00	239	Clarksburg,	129	75	.58-14
188	Dighton,	385	242	.62-86	240	Weymouth,	1161	671	.57-79
189	Rowley,	218	137	.62-84	241	Chatham,	616	355	.57-63
190	Groton,	680	427	.62-79	242	Blackstone,	876	503	.57-42
191	Hinsdale,	320	200	.62-50	243	Dennis,	912	522	.57-24
192	Montgomery,	80	50	.62-50	244	Yarmouth,	672	384	.57-14
193	Springfield,	2146	1340	.62-44	245	Franklin,	480	274	.57-08
194	Wareham,	749	467	.62-35	246	Newton,	1146	654	.57-07
195	Dana,	215	134	.62-32	247	Pittsfield,	1167	666	.57-07
196	Wenham,	280	174	.62-14	248	Saugus,	361	206	.57-06
197	W. Bridgewater,	347	215	.61-96	249	Alford,	130	74	.56-92
198	Fitchburg,	1054	653	.61-95	250	Washington,	255	145	.56-88
199	Seekonk,	504	312	.61-90	251	Nantucket,	1794	1015	.56-58
200	Ashland,	310	191	.61-61	252	Boylston,	267	151	.56-55
201	Roxbury,	3655	2247	.61-47	253	Mt. Washing'tn,	115	65	.56-52
202	Plymouth,	1522	935	.61-43	254	Woburn,	947	533	.56-28
203	Shelburne,	343	210	.61-21	255	Middleton,	207	116	.56-04
204	Westfield,	932	570	.61-16	256	Southbridge,	673	377	.56-02
205	Braintree,	709	433	.61-07	257	Lancaster,	802	449	.55-98
206	Cheshire,	280	171	.61-07	258	Dartmouth,	1046	585	.55-93
207	Cummington,	374	228	.60-96	259	Milton,	459	255	.55-55
208	Oxford,	583	355	.60-89	260	Savoy,	279	154	.55-20
209	Gt. Barrington,	794	482	.60-71	261	Andover,	1860	1010	.54-30
210	Southampton,	280	170	.60-71	262	Carver,	319	173	.54-23
211	Rockport,	900	546	.60-67	263	Beverly,	1356	734	.54-13
212	Lowell,	6318	3828	.60-59	264	Newburyport,	1972	1063	.53-90
213	Tyringham,	182	110	.60-44	265	New Bedford,	3755	2024	.53-90
214	Easton,	647	391	.60-43	266	Granville,	349	188	.53-87
215	Bridgewater,	581	350	.60-24	267	Somerset,	244	131	.53-69
216	Wendell,	221	133	.60-13	268	Bradford,	715	379	.53-01
217	Lawrence,	1089	650	.59-69	269	Granby,	318	168	.52-83
218	New Marlboro',	448	267	.59-60	270	Abington,	1159	612	.52-80
219	Deerfield,	521	310	.59-50	271	Attleborough,	943	497	.52-70
220	Ware,	809	481	.59-45	272	Harwich,	1033	543	.52-57
221	Chicopee,	1698	1008	.59-36	273	Northbridge,	479	251	.52-40
222	Fairhaven,	1205	715	.59-34	274	Millbury,	657	343	.52-21
223	Ipswich,	735	436	.59-32	275	Adams,	1575	822	.52-19
224	Duxbury,	700	414	.59-14	276	Brewster,	390	203	.52-05
225	Uxbridge,	538	317	.58-92	277	Freetown,	434	224	.51-61
226	Norton,	491	289	.58-85	278	Salem,	4347	2227	.51-23
227	Worcester,	3214	1890	.58-80	279	Monson,	521	266	.51-06
228	Brimfield,	426	250	.58-68	280	Newbury,	1026	523	.50-97
229	Windsor,	225	132	.58-67	281	Hingham,	864	440	.50-93
230	Mansfield,	396	232	.58-58	282	Hancock,	236	120	.50-85
231	Quincy,	1135	664	.58-50	283	Sandwich,	1261	640	.50-75
232	Tolland,	130	76	.58-46	284	Ashfield,	560	284	.50-71
233	Prescott,	207	121	.58-45	285	Gloucester,	1936	978	.50-52
234	Hull,	60	35	.58-33	286	Stockbridge,	510	257	.50-39
235	Haverhill,	1357	791	.58-29	287	W. Springfield,	1149	677	.50-22
236	Framingham,	958	558	.58-25	288	Lenox,	340	170	.50-00
237	Cambridge,	3320	1933	.58-22	289	Sheffield,	760	380	.50-00
238	Dorchester,	1659	965	.58-17	290	Truro,	650	325	.50-00

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
291	Brookline,	433	214	.49-42	304	Burlington,*	125	55	.44-00
292	Webster,	515	254	.49-32	305	Marblehead,	1512	656	.43-39
293	Georgetown,	516	254	.49-22	306	Russell,	112	48	.42-86
294	W. Stockbridge,	426	209	.49-06	307	Williamstown,	760	324	.42-63
295	Randolph,	984	482	.48-98	308	Salisbury,	709	302	.42-59
296	Pawtucket,	1024	497	.48-53	309	Lanesborough,	318	135	.42-45
297	Barnstable,	1222	581	.47-55	310	W. Newbury,	450	190	.42-22
298	Chester,	440	209	.47-50	311	Amesbury,	701	291	.41-51
299	Fall River,	2834	1337	.47-28	312	Edgartown,	446	162	.36-32
300	Lee,	705	328	.46-52	313	Tisbury,	496	174	.35-08
301	Rochester,	1144	529	.46-24	314	New Ashford,	51	16	.31-37
302	Taunton,	2512	1129	.44-94		Southwick,†	356	221	.62-08
303	Stoneham,	370	166	.44-86					

* In the Appendices to the Eleventh and Twelfth Annual Reports of the Board of Education, the "Mean Average Attendance," in Burlington, was stated to be, for

1846—7 - - - 130; and the "Ratio of Attendance," - - - 1.08.

1847—8 - - - 140; " " " " " - - - 1.25.

But this estimate, though obtained by the same process of calculation as in all the other towns, was apparently excessive; and the error now proves to have arisen from a peculiarity in the method of keeping the schools in Burlington which was passed unnoticed in their Annual Returns. The town is not districted; and the schools are not all kept *simultaneously* in any given season, (as everywhere else in the Commonwealth,) but *successively*. In 1846—7, there were two successions of schools, both summer and winter. In 1847—8, and 1848—9, at the commencement of each summer term a school was begun in the centre of the place, which was followed by two others, and these again by two others, in the outskirts of the town. And the like may be said of the winter schools; two were commenced at the beginning of the winter term in different parts of the town, which were succeeded by two others in opposite quarters. In consequence of this arrangement there have been three successions of schools there in the summer of each of the two years last mentioned, and two in the winter, and the schools keeping at any one time have ever been open alike to all the children in the town. Hence, in many instances the same children have attended and been registered in four and even five different schools in the course of one year, which accounts, in part, for the excess of the *mean average attendance upon school*, in Burlington, for the years 1846—7 and 1847—8, (as published in the aforementioned Annual Reports of the Board,) above the whole number of children between 4 and 16 years of age in the place.

In the last Annual Report from Burlington, the peculiarity just referred to has been particularly described, and the proper way for ascertaining the *mean annual average attendance upon school there*, in view of it, has been suggested, viz., to divide the sum of the average attendance upon all the summer schools by the number of successions of those schools, for the mean average attendance in summer; the sum of the average attendance upon all the winter schools, by the number of successions, for the mean average attendance in winter; and the sum of the mean average attendance for both seasons by two, for the mean average attendance for the year. By this rule we obtain the following results, viz., for

1846—7, Mean average attendance for the year, 64.75; Ratio of Attendance, .54—

1847—8, " " " " 57.915; " " .51.7

1848—9, " " " " 55.; " " .44.

† No Returns. From last year's Abstract.

GRADUATED TABLES,

In which all the towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1848-49.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. liv.]

SUFFOLK COUNTY.

TOWNS.				TOWNS.			
	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1 N. CHELSEA,	176	142	.80-68	3 Chelsea,	1228	825	.67.18
2 Boston,	21853	14818	.67-81				

ESSEX COUNTY.

1 METHUEN,	520	428	.82-31	16 Saugus,	361	206	.57-06
2 Lynnfield,	210	160	.76-19	17 Middleton,	207	116	.56-04
3 Boxford,	234	178	.76-07	18 Andover,	1860	1010	.54-30
4 Essex,	373	278	.74-53	19 Beverly,	1356	734	.54-13
5 Manchester,	412	290	.70-39	20 Newburyport,	1972	1063	.53-90
6 Hamilton,	204	131	.64-22	21 Bradford,	715	379	.53-01
7 Danvers,	1817	1164	.64-06	22 Salem,	4347	2227	.51-23
8 Lynn,	3107	1985	.63-89	23 Newbury,	1026	523	.50-97
9 Topsfield,	269	171	.63-57	24 Gloucester,	1936	978	.50-52
10 Rowley,	218	137	.62-84	25 Georgetown,	516	254	.49-22
11 Wenham,	280	174	.62-14	26 Marblehead,	1512	656	.43-39
12 Rockport,	900	546	.60-67	27 Salisbury,	709	302	.42-59
13 Lawrence,	1089	650	.59-69	28 West Newbury,	450	190	.42-22
14 Ipswich,	735	436	.59-32	29 Amesbury,	701	291	.41-51
15 Haverhill,	1357	791	.58-29				

MIDDLESEX COUNTY.

1 BOXBOROUGH	67	82	1.22-38	9 Brighton,	496	390	.78-63
2 Carlisle,	124	126	1.01-61	10 Dunstable,	139	107	.76-98
3 Acton,	325	283	.87-08	11 Hopkinton,	525	401	.76-38
4 Littleton,	224	188	.83-93	12 Bedford,	245	186	.75-92
5 Holliston,	500	406	.81-20	13 Townsend,	472	358	.75-85
6 Dracut,	653	524	.80-25	14 Sherburne,	247	186	.75-30
7 Concord,	465	372	.80-00	15 Ashby,	295	222	.75-25
8 Stow,	275	217	.78-91	16 Marlborough,	643	483	.75-12

BOARD OF EDUCATION.

TOWNS.					TOWNS.				
		No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.			No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
17	Chelmsford,	505	378	.74-85	33	Waltham,	771	513	.66-54
18	Billerica,	386	287	.74-35	34	Medford,	696	456	.65-52
19	Natick,	480	356	.74-17	35	Charlestown,	3675	2369	.64-46
20	Shirley,	241	178	.73-86	36	Weston,	256	165	.64-45
21	Malden,	785	577	.73-50	37	Wayland,	267	172	.64-42
22	Tyngsborough,	218	160	.73-39	38	Watertown,	564	361	.64-01
23	Tewksbury,	235	172	.73-19	39	Reading,	654	413	.63-15
24	Sudbury,	389	283	.72-75	40	Groton,	680	427	.62-79
25	Pepperell,	414	297	.71-74	41	Ashland,	310	191	.61-61
26	Somerville,	544	390	.71-69	42	Lowell,	6318	3828	.60-59
27	Lexington,	408	291	.71-32	43	Framingham,	958	558	.58-25
28	Westford,	401	280	.69-83	44	Cambridge,	3320	1933	.58-22
29	Lincoln,	205	143	.69-76	45	Newton,	1146	654	.57-07
30	W. Cambridge,	428	296	.69-16	46	Woburn,	947	533	.56-28
31	South Reading,	460	317	.68-91	47	Stoneham,	370	166	.44-86
32	Wilmington,	212	145	.68-39	48	Burlington,	125	55	.44-00

WORCESTER COUNTY.

1	ROYALSTON	414	394	.95-17	30	Auburn,	204	146	.71-57
2	Hardwick,	380	332	.87-37	31	Spencer,	497	354	.71-23
3	New Braintree,	171	143	.83-63	32	Sutton,	547	389	.71-11
4	Phillipston,	218	177	.81-19	33	Winchendon,	541	380	.70-24
5	Ashburnham,	491	397	.80-86	34	Sturbridge,	580	399	.68-79
6	Sterling,	446	353	.79-14	35	Southborough,	284	195	.68-66
7	Bolton,	290	229	.78-96	36	Leominster,	595	406	.68-23
8	Brookfield,	383	301	.78-59	37	Harvard,	407	275	.67-57
9	Warren,	394	307	.77-93	38	Athol,	548	370	.67-52
10	Milford,	664	514	.77-41	39	Shrewsbury,	400	268	.67-00
11	Lunenburg,	327	252	.77-07	40	Berlin,	245	164	.66-94
12	Petersham,	400	302	.75-50	41	Dudley,	346	221	.63-87
13	Holden,	503	379	.75-35	42	Leicester,	540	344	.63-70
14	Westminster,	546	405	.74-17	43	Douglas,	473	301	.63-63
15	Paxton,	166	123	.74-09	44	Grafton,	927	588	.63-43
16	Oakham,	285	211	.74-04	45	Mendon,	303	192	.63-36
17	Barre,	664	491	.73-95	46	Dana,	215	134	.62-32
18	Templeton,	520	384	.73-85	47	Fitchburg,	1054	653	.61-95
19	Northborough,	336	248	.73-81	48	Oxford,	583	355	.60-89
20	Upton,	428	315	.73-60	49	Uxbridge,	538	317	.58-92
21	Rutland,	343	252	.73-47	50	Worcester,	3214	1890	.58-80
22	Charlton,	465	340	.73-12	51	Blackstone,	876	503	.57-42
23	Princeton,	407	297	.72-97	52	Boylston,	267	151	.56-55
24	West Boylston,	390	284	.72-82	53	Southbridge,	673	377	.56-02
25	N. Brookfield,	441	319	.72-33	54	Lancaster,	802	449	.55-98
26	W. Brookfield,	280	202	.72-14	55	Northbridge,	479	251	.52-40
27	Westborough,	461	332	.72-02	56	Millbury,	657	343	.52-21
28	Hubbardston,	517	371	.71-76	57	Webster,	515	254	.49-32
29	Gardner,	392	281	.71-68					

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HAMPSHIRE COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	HATFIELD,	214	185	.86-45	13	Hadley,	503	337	.66-99
2	Plainfield,	217	172	.79-26	14	Norwich,	213	142	.66-67
3	Greenwich,	214	167	.78-03	15	Goshen,	133	88	.66-16
4	South Hadley,	375	288	.76-80	16	Chesterfield,	274	176	.64-23
5	Middlefield,	197	147	.74-62	17	Northampton,	1180	746	.63-22
6	Worthington,	311	226	.72-67	18	Amherst,	700	441	.63-00
7	Westhampton,	167	120	.71-86	19	Cummington,	374	228	.60-96
8	Pelham,	286	205	.71-68	20	Southampton,	280	170	.60-71
9	Enfield,	283	193	.68-19	21	Ware,	809	481	.59-45
10	Belchertown,	697	475	.68-15	22	Prescott,	207	121	.58-45
11	Williamsburg,	379	258	.68-07	23	Granby,	318	168	.52-83
12	Easthampton,	218	148	.67-89					

HAMPDEN COUNTY.

1	LUDLOW,	315	237	.75-24	11	Chicopee,	1698	1008	.59-36
2	Palmer,	838	596	.71-12	12	Brimfield,	426	250	.58-68
3	Longmeadow,	335	235	.70-15	13	Tolland,	130	76	.58-46
4	Holland,	100	69	.69-00	14	Granville,	349	188	.53-87
5	Wilbraham,	536	369	.68-54	15	Monson,	521	266	.51-06
6	Wales,	158	106	.67-09	16	W. Springfield,	1149	677	.50-22
7	Blandford,	395	250	.63-29	17	Chester,	440	209	.47-50
8	Montgomery,	80	50	.62-50	18	Russell,	112	48	.42-86
9	Springfield,	2146	1340	.62-44		Southwick,*	356	221	.62-08
10	Westfield,	932	570	.61-16					

FRANKLIN COUNTY.

1	WARWICK,	278	226	.81-29	14	Conway,	424	306	.72-17
2	Northfield,	422	335	.79-38	15	Coleraine,	557	400	.71-81
3	Heath,	252	197	.78-17	16	Montague,	379	271	.71-50
4	Orange,	456	354	.77-63	17	Whately,	272	193	.70-96
5	Charlemont,	303	234	.77-22	18	Bernardston,	280	198	.70-71
6	Rowe,	189	145	.76-71	19	Erving,	107	74	.69-16
7	Sunderland,	208	159	.76-44	20	Leverett,	248	170	.68-55
8	Monroe,	78	59	.75-64	21	Buckland,	286	196	.68-53
9	Hawley,	299	225	.75-25	22	Greenfield,	585	391	.66-84
10	Shutesbury,	267	199	.74-53	23	Shelburne,	343	210	.61-22
11	Leyden,	200	149	.74-50	24	Wendell,	221	133	.60-13
12	Gill,	219	163	.74-43	25	Deerfield,	521	310	.59-50
13	New Salem,	371	268	.72-24	26	Ashfield,	560	284	.50-71

* No Returns. From last year's Abstract.

BOARD OF EDUCATION.

BERKSHIRE COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	FLORIDA,	160	128	.80-00	17	Pittsfield,	1167	666	.57-07
2	Otis,	289	220	.76-12	18	Alford,	130	74	.56-92
3	Becket,	281	205	.72-95	19	Washington,	255	145	.56-88
4	Dalton,	275	199	.72-36	20	Mt. Washingt'n,	115	65	.56-52
5	Sandisfield,	370	259	.70-00	21	Savoy,	279	154	.55-20
6	Monterey,	191	128	.67-01	22	Adams,	1575	822	.52-19
7	Richmond,	180	117	.65-00	23	Hancock,	236	120	.50-85
8	Peru,	135	86	.63-70	24	Stockbridge,	510	257	.50-39
9	Egremont,	246	155	.63-01	25	Lenox,	340	170	.50-00
10	Hinsdale,	320	200	.62-50	26	Sheffield,	760	380	.50-00
11	Cheshire,	280	171	.61-07	27	W. Stockbridge,	426	209	.49-06
12	Gt. Barrington,	794	482	.60-71	28	Lee,	705	328	.46-52
13	Tyringham,	182	110	.60-44	29	Williamstown,	760	324	.42-63
14	N. Marlborough,	448	267	.59-60	30	Lanesborough,	318	135	.42-45
15	Windsor,	225	132	.58-67	31	New Ashford,	51	16	.31-37
16	Clarksburg,	129	75	.58-14					

NORFOLK COUNTY.

1	DEDHAM,	875	720	.82-29	12	Stoughton,	751	489	.65-11
2	Medway,	525	430	.81-90	13	Bellingham,	309	198	.64-08
3	Medfield,	201	153	.76-12	14	Roxbury,	3655	2247	.61-47
4	Sharon,	244	181	.74-18	15	Braintree,	709	433	.61-07
5	Walpole,	426	310	.72-77	16	Quincy,	1135	664	.58-50
6	Foxborough,	421	306	.72-68	17	Dorchester,	1659	965	.58-17
7	Canton,	544	390	.71-69	18	Weymouth,	1161	671	.57-79
8	Wrentham,	811	561	.69-17	19	Franklin,	480	274	.57-08
9	Dover,	120	82	.68-33	20	Milton,	459	255	.55-55
10	Cohasset,	394	268	.68-02	21	Brookline,	433	214	.49-42
11	Needham,	432	289	.66-89	22	Randolph,	984	482	.48-98

BRISTOL COUNTY.

1	RAYNHAM,	397	279	.70-27	11	Mansfield,	396	232	.58-58
2	Rehoboth,	494	332	.67-20	12	Dartmouth,	1046	585	.55-93
3	Swansey,	320	212	.66-25	13	New Bedford,	3755	2024	.53-90
4	Westport,	750	480	.64-00	14	Somerset,	244	131	.53-69
5	Berkley,	223	141	.63-23	15	Attleborough,	943	497	.52-70
6	Dighton,	385	242	.62-86	16	Freetown,	434	224	.51-61
7	Seekonk,	504	312	.61-90	17	Pawtucket,	1024	497	.48-53
8	Easton,	647	391	.60-43	18	Fall River,	2834	1337	.47-28
9	Fairhaven,	1205	715	.59-34	19	Taunton,	2512	1129	.44-94
10	Norton,	491	289	.58-85					

GRADUATED TABLES.

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PLYMOUTH COUNTY.

	TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.		TOWNS.	No. of children between 4 and 16 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals.
1	MIDDLEBORO'	1218	867	.71-18	12	Wareham,	749	467	.62-35
2	Kingston,	335	238	.71-04	13	W. Bridgewater	347	215	.61-96
3	Plympton,	216	153	.70-83	14	Plymouth,	1522	935	.61-43
4	E. Bridgewater,	548	388	.70-80	15	Bridgewater,	581	350	.60-24
5	Pembroke,	330	226	.68-48	16	Duxbury,	700	414	.59-14
6	Marshfield,	472	318	.67-37	17	Hull,	60	35	.58-33
7	Scituate,	986	657	.66-63	18	Carver,	319	173	.54-23
8	Halifax,	180	118	.65-56	19	Abington,	1159	612	.52-80
9	N. Bridgewater,	891	576	.64-65	20	Hingham,	864	440	.50-93
10	Hanson,	297	190	.63-97	21	Rochester,	1144	529	.46-24
11	Hanover,	440	281	.63-86					

BARNSTABLE COUNTY.

1	EASTHAM,	260	207	.79-62	8	Yarmouth,	672	384	.57-14
2	Provincetown,	617	456	.73-91	9	Harwich,	1033	543	.52-57
3	Orleans,	539	391	.72-54	10	Brewster,	390	203	.52-55
4	Wellfleet,	700	478	.68-29	11	Sandwich,	1261	640	.50-75
5	Falmouth,	710	450	.63-38	12	Truro,	650	325	.50-50
6	Chatham,	616	355	.57-63	13	Barnstable,	1222	581	.47-55
7	Dennis,	912	522	.57-24					

DUKES COUNTY.

1	CHILMARK,	151	110	.72-85	3	Tisbury,	496	174	.35-08
2	Edgartown,	446	162	.36-32					

NANTUCKET COUNTY.

1	NANTUCKET	1794	1015	.56-58					
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MEAN AVERAGE ATTENDANCE FOR THE STATE.

No. of children between 4 and 16 years of age in the State,	-	-	215,926
Mean average attendance upon school,	-	-	134,734
Ratio of attendance to the whole No. of children between 4 and 16, expressed in decimals,	-	-	.62+

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